INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

December 16, 1948

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

Please accept my hearty thanks for turning out such a goodly number of complimentary radio tickets in such a short time. The staff member who was collecting these tickets for the Greater New York Council has been persuaded now to listen to you at 7:45!

Sincerely yours,

Don

Donald J. Shank
Vice President

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Sincerely yours,

Don

Donald J. Shank
Vice President

December 14, 1948

Dear Mr. Shank:

Enclosed are the tickets our Ticket Department has been able to give us on your December 9th memo.

Tickets for a few of the programs you listed are not available for one reason or another. For instance; the January 2nd Coca Cola program will come from Hollywood; Toscanini is on vacation; and Philharmonic tickets must be purchased at Carnegie Hall as regular concert tickets. You will notice that we have sent you tickets to the rebroadcast performance of the "Telephone Hour" on the twentieth--the early show, again, was just not available.

Sincerely yours,

Dorothy McDonough
Secretary to Mr. Murrow

Mr. Donald Shank
Institute of International Education
2 West 45th Street
New York, New York

MEMORANDUM

December 9, 1948

TO: Mr. Ed. Murrow

FROM: Donald J. Shank

We would very much appreciate having television and radio broadcast tickets for the following programs. I know that it may not be possible to get all we want. This is really something to guide you along.

Station	Date	Program	No. of Tickets
CBS	Dec. 19	New York Philharmonic	25 – must be purchased at Carnegie Hall
ok NBC	~~26~~ 27	Firestone	25
ok NBC	20	Telephone Hour repeat only	15
	X 27	" "	15
NBC	18	Toscanini he's on vacation	10
	Jan. 1	"	10
ok NBC	Dec. 21	Fred Waring ok	10
	30	" " X	10
CBS (television)			
	~~Dec. 22~~	Winner Take All	10 – ok
	29	" " "	10 – "
CBS (television)			
	~~Dec. 20~~		
	27	Messing's Prize Party	15 – ok
			15 – ok
CBS	20	Arthur Godfrey Talent Scouts	10 – ok
	~~27~~	" " " "	10 – ok
CBS	~~21~~	Hit the Jackpot	20 – ok
CBS	Dec. 26	Coca Cola Show	25 – ok
	Jan. 2	" " "	25 — from Hollywood

we can't touch any of these during this period that I've marked

Don Shank

December 13, 1948

Dear Don:

President Levering Tyson of Muhlenberg College has asked me for some information on the respectability and backing of the Free University of Berlin, specifically, as to whether an American college student body would be justified in helping it with supplies, finances, etc.

If you have any information on it, I would appreciate it if you would have someone write me.

As ever yours,

Mr. Donald Shanks
Institute of International Education
2 West 45th Street
New York, 19, New York

MEMORANDUM

To: The Executive Committee December 6, 1948

From: Laurence Duggan

Re: Appointment of Mr. Dudley B. Bonsal as General Counsel

When I joined the Institute as director, Professor Joseph P. Chamberlain performed the legal work for the Institute on a gratis basis. I believe he looked upon this service as his contribution to the Institute. Professor Chamberlain retired as trustee of the Institute under the age requirement this fall.

To handle the Institute's legal work, I recommend Mr. Dudley B. Bonsal who has recently become a member of the Board of Trustees. I further recommend that he be given the title of General Counsel.

Mr. Bonsal has been consulted and agrees to act in this capacity. He would handle our occasional legal matters such as reviewing contracts before signature, advising on tax liabilities, etc. If the Institute becomes involved in litigation or in a big job which requires protracted attention, the Institute would, of course, reimburse Mr. Bonsal for the time spent.

I think that the Institute would be very fortunate to have Mr. Bonsal's assistance as General Counsel. He is a graduate of Dartmouth College and received his law training at the Harvard Law School. He is a partner of the law firm of Curtis, Mallet-Prevost, Colt and Mosle. During the war he was Chief Counsel of the Office of Inter-American Affairs.

The by-laws do not provide for a General Counsel and I see no reason for amending the by-laws to this effect. It seems to me that it will be sufficient if the Executive Committee approves the proposal to appoint Mr. Bonsal as General Counsel.

Suggested resolution:

RESOLVED, that the Executive Committee concurs in the President's proposal to appoint Mr. Dudley B. Bonsal General Counsel of the Institute. It is understood that Mr. Bonsal will furnish occasional legal advice to the Institute, and that if the Institute requires protracted legal assistance, Mr. Bonsal will be appropriately compensated.

December 6, 1948

MEMORANDUM

TO: The Executive Committee
FROM: Donald J. Shank

RE: Annuities

On October 23, 1941 the Institute offered the Teachers Insurance Annuity Association Plan for retirement to all of its employees who had been in the Institute for more than 3 years. This plan was on a basis of the employee contribution of 5 percent of his annual salary and Institute contribution of 5 percent of salary.

One employee already had a retirement plan with the Equitable Assurance Society. She was permitted to retain this policy and the Institute agreed to contribute 5 percent, or the same amount that was being offered on the T.I.A.A. Only two other members of the Institute's present staff joined the T.I.A.A. Plan that was offered in 1941.

Since the original offering in 1941 the President and Vice President of the Institute entered the T.I.A.A. Plan at the time of their appointments. There are now, therefore, five employees with retirement programs to which the Institute contributes. The annual commitment of the Institute on these contracts is as follows:

Employee A	$132.18
Employee B	183.25
Employee C	183.25
Employee D	585.00
Employee E	750.00
Total	$1,833.68

It is felt that the Institute should establish on January 1, 1949 a compulsory retirement plan for its permanent employees. Studies have been made by the staff of various retirement systems and the plan offered by T.I.A.A. seems the most suitable. It is proposed that the Institute contribute 5 percent of the yearly salary to match a 5 percent salary contribution by the employee. The plan should be compulsory for all employees of the Institute who are 30 years of age and who have completed 3 years service. The plan should call for retirement at age 65, or earlier, if desired by the employee or the Institute. Although the plan offers inadequate benefits, it is a beginning, and can be supplemented if additional resources become available. The following table summarizes this plan:

Employee	Age	Years Service	Annual Salary	Monthly Benefits at age 65 or 10/ of salary	Annual Contribution of IIE
A - E					$1,833.68
F	55	21	$3,665.00	$ 19.90	183.25
G	53	19	3,278.00	22.48	163.90
H	52	6	2,760.00	20.83	138.00
I	52	5	2,210.00	16.61	110.50
J	51	21	3,400.00	26.21	170.00
K	49	21	2,470.00	22.44	123.50
L	49	3	2,755.00	25.18	137.75
M	38	6	3,400.00	59.09	170.00
N	37	5	2,470.00	45.37	122.80
O	33	3	6,500.00	180.31	325.00
P	30	5	3,200.00	79.32	160.00
					$3,638.38

The following table presents the cost to the Institute if the above plan is put into effect on January 1, 1949:

Employees A - E (now included)	$1,833.68
Employees F - P (1/2 year)	1,819.18
Former employee	2,038.33
	$5,691.19

The Institute budgeted $9,500.00 in the fiscal year 1948-49 for annuities. As explained in previous memos, the Institute is attempting to work on a restricted budget for the fiscal year 1948-49 and hopes that annuities in this fiscal year will not exceed $7,600.00. The above figure is well within this working budget.

It would be desirable to offer the retirement plan on a voluntary basis to all staff members who have completed one year of service with the Institute. If this section of the plan were made effective, the cost for a full year is estimated as follows:

Employees Q	468.00
Employee R	420.00
Employee S	325.00
Employee T	160.00
	$1,373.00

The cost in this fiscal year would be 1/2 of this figure which is $686.50, making a total of $6,377.69, a figure which is still below the budget working figure of $7,600.00

The following is a table giving the probable cost of the annuity plan in the fiscal year 1949-50:

Employees A-E	$1,833.68
Employees F-P	3,638.38
Employees Q-T	1,373.00
Employees U	117.00
Employees V	120.00
	$7,082.06

Emphasis in Washington has recently been placed on extending the Social Security Act to non-profit organizations such as the Institute. If the law is amended, the cost to the Institute at the present rate of tax on the employer of 1 percent of total payroll would be $2,155.39 per year. This sum added to the annuity plan discussed above, would total $9,237.44 for 1949-50.

If the Social Security tax is increased to 1-1/2 percent, the cost to the Institute would be $3,233.08, or a total cost of $10,315.13 for the fiscal year 1949-50

Suggested resolution:

RESOLVED; that the Institute of International Education establish with the Teachers Insurance and Annuity Association on January 1, 1949 a compulsory annuity system for permanent employees with the following provisions:

(1) The Institute shall contribute 5 percent of the salary of the individual, and 5 percent shall be contributed by the employee through payroll deductions.

(2) The program shall be compulsory for all employees who have reached 30 years of age and who have completed three years of service.

(3) The program shall be open to any staff member on a voluntary basis at the end of one full year of employment by the Institute.

(4) The program shall be open to any staff member at the time of employment if he already has a retirement contract with T.I.A.A.

(5) The retirement age shall be 65 years, or earlier, if desired by the employee or the Institute. The Board of Trustees may extend the retirement age beyond 65 years on individual cases.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

November 26, 1948

man
file

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

There will be a meeting of the Executive Committee of the Institute on Friday, December 10, at 12:30 P.M. in our conference room on the seventeenth floor (room 1700). A light lunch will be served.

It is hoped that you will be able to attend. Kindly return the enclosed postal card, indicating whether or not you will be present.

Sincerely yours,

Donald J. Shank

Donald J. Shank
Secretary

Enclosure

46 Walworth Ave
Scarsdale. N.Y.
November 13, 1947

Dear Ed:

Your friend Abelow is at work on the pamphlet but progress is slow. First it was his marriage and honeymoon, then his wife's appendix operation, and then work at BS. All good reasons but they have knocked into a cocked hat his work program for us.

If you could nudge him slightly, we would all be appreciative.

I don't know when Philip Reed will be back but as soon as I learn, I'll let you know. It would help a lot to get the GE contribution increased to $5,000.

I hope to see you at the meeting Monday.

Yours, as ever,

Harry Duffer

INSTITUTE OF
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2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

Memorandum to:
Board of Trustees

November 10, 1948

Re: Financial Statement of the Institute

Certain trustees have asked for an interpretation of the financial reports submitted to you last week as Document #3 in the agendum for the meeting on November 15, 1948.

1947-1948

It will be recalled that the fiscal year of the Institute was changed in 1948 from October 1 - September 30 to July 1 - June 30. When the books for the period October 1, 1947 - June 30, 1948 were closed, the Institute transferred to the new fiscal year 1948-49 the income from foundation grants and service fees applicable to this new period.

With all receipts and expenditures reported for the nine month fiscal period, the Institute had a credit balance in Operating Funds of $14,639.80 on June 30. However, in accordance with the previous decisions of the Board to make the deficit for the fiscal year 1946-47 a first charge against the income from the Fund Drive, the deficit of $17,394.61 was carried forward into the new fiscal year.

1948-1949

The operating budget for 1948-49, as approved by the Board in June, amounted to $430,690.

For the three month period ending September 30, the total cost of operating the Institute was $89,148.67, exclusive of $26,356 which was paid to the British Summer Schools and the American Friends Service Committee for their costs incurred on the 1948 British Summer School and the 1948 Ship Orientation Programs. These payments are balanced by income received or due for these two projects and can wisely be deducted in looking at the Institute's total financial picture.

The $89,000 figure indicates a monthly expenditure of $29,700 or a yearly expenditure of $356,400 at the present scale of operations. The expenditures for the first quarter represent a fair cross-section of the Institute's total load although certain budget items vary from period to period. It does not provide funds for new activities or additional salary adjustments. In order to guarantee the soundness of the Institute's operations during the current year, and in view of the possible uncertainty of the success of the Fund Campaign, (the budget originally adopted by the Board estimated new contributions of $86,750), the president instructed the assistant treasurer to draw up a minimum working budget for the new fiscal year. This called for reductions chiefly in the items for annuities, printing, and travel, which should be restored or increased if additional funds are received.

The Institute on September 30, 1948 was assured of the following income for the fiscal year 1948-49:

Foundation Grants	$200,000
Government Grants	98,000
Service Fees (exclusive of income for '48 Ship Program)	16,800
New Grants	6,000
Publications	3,250
Total	$324,050

These figures parallel the original estimates in the budget presented to the Board in June, except for reductions in the estimated income from the Fund Campaign and service fees. In the case of service fees the probable elimination of the Shipping Program in 1949 requires a reduction of estimated income, but will also be reflected in reduced expenditures.

On the minimum working budget of $356,400, the income of $324,050 can be conservatively called assured. Of the additional $32,350 needed to meet this figure, the Fund Drive has brought in $11,000 in new gifts since the report of September 30, 1948 was prepared.

In order to meet the reduced budget on which the Institute is now operating, therefore, a quota of $21,350 must be obtained from the Fund Campaign for the balance of this fiscal year. If these funds are not raised, the Institute will be forced to reduce still further its present operations or assume a deficit at the end of the current fiscal year.

Donald J. Shank
Vice President

November 9, 1948

Mr. Donald J. Shank
Institute of International
Education
2 West 45th Street
New York 19, N. Y.

Dear Don:

Thanks for yours of the 27th.

I do not think it advisable for anyone to speak to Paley, except Larry.

As ever yours,

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

October 27, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I believe you were planning to arrange an interview with Mr. Paley for Larry when Mr. Paley returned to New York City. Since Larry is now to be away from the office for several weeks, I wonder what you would think of having Dr. Duggan talk with him. Jack Hollister might also come along. As you know, we're pretty eager to push our fund raising program to a conclusion with the foundations where we have made our appeal.

Will you let me hear from you on this?

Sincerely yours,

Don

Donald J. Shank
Vice President

P.S. You will be glad to hear that Independent Aid has just sent us a check for $10,000.

INSTITUTE OF
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November 3, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York City

Dear Mr. Murrow:

I am hoping to have the pleasure of your company at an informal dinner for the members of the executive committee of the Emergency Committee in Aid of Displaced Foreign Scholars on the evening of Wednesday, November 17th, at the Century Club at 7:00 P. M. The occasion is to take note of the publication of "The Rescue of Science and Learning" and to cement the friendships that were formed during the years of the Committee's existence.

Sincerely yours,

Stephen Duggan

Stephen Duggan

Mar
yes - but must
come late
called 11/10

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

October 25, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

In accordance with the authorization granted by the Board of Trustees at its meeting in June 1948, the Nominating Committee has requested me as secretary to submit to you for approval by mail ballot, the name of President George Shuster of Hunter College as chairman of the Board of the Institute of International Education for the year 1948-49. I am enclosing herewith a ballot and stamped self-addressed envelope. This mail action will be confirmed at the next meeting of the Board of Trustees.

The By-Laws of the Institute provide that the annual meeting of the members of the corporation and of the Board of Trustees shall be held on the third Monday of November. We are, therefore, calling the meeting for November 15, 1948 at 5:00 p.m. in Suite 119 of the Biltmore Hotel in New York City. Dinner will be served and the session should be completed by about 9:00 p.m. The annual meeting is of unusual importance and we hope that there will be a large attendance. Please indicate your attendance at the bottom of the ballot.

We are enclosing with this letter the minutes of the meeting of the Executive Committee of October 13, 1948. You will note that the Executive Committee recommended that the February meeting of the Board of Trustees be changed from the third Monday of February to the fourth Monday because of the conflict with the Washington birthday holiday. Will you, therefore, ask your secretary to change the date on your calendar to February 28, 1949.

Sincerely yours,

Donald J. Shank
Secretary

Enclosures

OFFICE OF THE PRESIDENT

IRC

HUNTER COLLEGE
OF THE CITY OF NEW YORK
695 PARK AVENUE
NEW YORK 21, N.Y.

October 22, 1948

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

Thank you very much for your letter about the Chairmanship of Larry Duggan's enterprise. I am still baffled to discover that I assented to this assignment and have developed an even greater respect for the dialectical talents of Harry Carman but it is an excellent undertaking and I shall be glad to do what I can to help.

Very truly yours,

George N. Shuster

George N. Shuster
President

C
O
P
Y

Office of the President
IRC

HUNTER COLLEGE
of the City of New York
695 Park Avenue
New York 21, N. Y.

October 22, 1948

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, N. Y.

Dear Mr. Murrow:

Thank you very much for your letter about the Chairmanship of Larry Duggan's enterprise. I am still baffled to discover that I assented to this assignment and have developed an even greater respect for the dialectical talents of Harry Carman but it is an excellent undertaking and I shall be glad to do what I can to help.

Very truly yours,

/s/ George N. Shuster

George N. Shuster
President

cc. Lawrence Duggan

October 20, 1948

Dear President Shuster:

Larry Duggan has told me that you have consented to accept the Chairmanship of the Board of the Institute for at least a year.

I would like to say that I am delighted that the Trustees have found someone who will provide both wise counsel and stature in the academic world. I shall look forward to seeing you again at the Board meeting.

Sincerely yours,

President George N. Shuster
Hunter College
695 Park Avenue
New York, New York

INSTITUTE OF
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2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTER

October 7, 1948

Write Schuster
Call Sam about
Write Bill Green

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Shuster has agreed to accept the chairmanship of the Board at least for a year. We will hold a mail ballot in accordance with the authorization given at the last meeting. I thought you might like to drop him a line.

I am look forward to seeing you next week before the Executive Committee meeting.

Sincerely yours,

Larry

Laurence Duggan
President

NTERED"

INSTITUTE of INTERNATIONAL EDUCATION
Incorporated
2 WEST 45TH STREET • NEW YORK 19, N. Y.

October 18, 1948

Mr. Edward R. Murrow
Columbia Broadcasting Company
485 Madison Avenue
New York, N.Y.

Dear Ed:

Since Larry is departing for his visit to the hospital, I am acknowledging herewith your contribution of $500 to be used for the booklet on the individual appeals.

We haven't heard anything more from Abelow, but I assume that something will be forthcoming in the early future.

Thanks again for your continued support of the Institute's program.

Sincerely yours,

Donald J. Shank
Vice President

OFFICIAL RECEIPT

INSTITUTE OF INTERNATIONAL EDUCATION

A 1709

NEW YORK N. Y.

LAURENCE DUGGAN, DIRECTOR

DATE: Oct. 14, 1948

Mr. Edward R. Murrow
485 Madison Ave.
New York 22, N. Y.

$500.00

WE GRATEFULLY ACKNOWLEDGE RECEIPT OF YOUR KIND REMITTANCE, AS INDICATED ABOVE

ACCOUNT $500.00 ~~11175~~

INSTITUTE OF INTERNATIONAL EDUCATION

Edmund J. Shank

ASSISTANT DIRECTOR

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

October 11, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

When making our fund raising appeal to foundations, we find that it is very helpful to have as many of their Board members as possible familiar with the case of the Institute. We would then hope that they might speak with some knowledge of the Institute's program and operations when our financial request comes up for discussion and decision.

We need the assistance of our Trustees in reaching these persons. By a personal word at the proper time to members whom you know on various foundation Boards, the Institute's request can become more than just another, and perhaps obscure, appeal, receiving instead support and interpretation as it is discussed.

We are attaching a list of foundations from among the forty or more we are now approaching, giving the names of officers and Board members. Will you please check the names of those you know, whose cooperation you would be willing to enlist upon occasion.

If you will check and return this list, it will be a substantial help to us. With this information in hand, we may then call upon you for occasional assistance.

Sincerely yours,

John S. Hollister

John S. Hollister
Director of Development

Enclosure

FOUNDATION OFFICERS AND TRUSTEES

George F. Baker Charity Trust

Officers: Sheridan A. Logan
Ex. Sec'y
Trustees: Edith Kane Baker
Alexander C. Nagle
George F. Baker, Jr.
Granville K. Baker

Commonwealth Fund

Officers: Mrs. Edward S. Harkness
Honorary President
Malcolm P. Aldrich, Pres.
Thomas D. Thacher, V. Pres.
William E. Birdsall, Treas.
Dr. Lester Evans, Acting
General Director
Directors: Malcolm P. Aldrich
David P. Barr, M.D.
William E. Birdsall
Harold B. Hoskins
Lewis Perry
Barry C. Smith
William E. Stevenson
Thomas D. Thacher
E. K. Wickham, Director,
Division of Education

Davella Mills Foundation

Officers: Stanley H. Hutchinson, Sec'y
Trustees: Paul H. Hudson
Alfred A. Ritchie
Howard S. Dodd
Judge Richard Hartshorne
Harold Helm

Cleveland H. Dodge Foundation

Trustees: Cleveland E. Dodge, Pres.
and Treas.
Richard C. Van Varick, Sec'y
Mrs. Cleveland H. Dodge
Mrs. James C. Rea

Field Foundation, Inc.

Officers: Marshall Field, Pres.
Homer Folks, Vice Pres.
Maxwell Hahn, Ex. V. Pres.
Carl J. Weitzel, Treas.
Louis S. Weiss, Sec'y
Gesine Heller, Ass't Sec'y

Field Foundation, Inc. (cont.)

Directors: Barbara Field Boggs
James Brown, IV
Marshall Field
Marshall Field, Jr.
Ruth Pruyn Field
Homer Folks
Bettine Field Goodall
Agnes King Inglis O'Neil
Clarence E. Pickett
Justine Wise Polier
Helen Ross
Channing H. Tobias
Louis S. Weiss

Ford Foundation

Officers: Henry Ford II, President
B. J. Craig, Sec'y Treas.
Trustees: Dr. Karl T. Compton
Donald K. David
Benson Ford

Grant Foundation, Inc.

Officers: William T. Grant, Pres.
Perrin C. Galpin, Ex. Dir.
Adele W. Morrison, Sec'y
Treasurer
Trustees: Howland S. Davis
Cleveland E. Dodge
Raymond H. Fogler
Milton H. Glover
William T. Grant
Morris Hadley
R. McAllister Lloyd

Daniel and Florence Guggenheim Fd.

Officers: Harry F. Guggenheim, Pres.
Gladys G. Straus, V. Pres.
F. A. Collins, Sec'y and
Treasurer
M. M. Leyden, Ass't Sec'y
and Ass't Treas.
Directors: F. A. Collins
Harry F. Guggenheim
M. Robert Guggenheim
M. Robert Guggenheim, Jr.
Gladys G. Straus
Oscar S. Straus
Roger W. Straus
Joan G. Van de Maele

Edward W. Hazen Foundation, Inc.

Officers: Charles A. Russell, Pres. and Treas.
Paul J. Braisted, Ex. Dir. and Sec'y
Wm. W. McKee, Program Assoc.
Francis P. Miller, Advisor
Ernest A. Yarrow, Ass't Treas. and Field Representative
Trustees: Charles A. Russell
Luther A. Weigle
Maynard T. Hazen
Paul J. Braisted
Milton H. Glover
Earnest A. Inglis
Mira B. Wilson
John W. Nason
Sarah Gibson Blanding
Victor L. Butterfield

James Foundation of New York, Inc.

Officers: William W. Carman, Pres.
Talbot T. Lewis, Sec'y Treas.
Miss Alice Campbell, Ass't "
Trustees: Col. Robert Coulson
Williamson Pell

W. K. Kellogg Foundation

Officers: W. K. Kellogg, Chairman
Emory W. Morris, Pres. and Gen. Dir.
Bessie Rogers Young, Sec'y and Treas.
Glenn A. Cross, V. Pres. and Ass't Treas.
William P. Butler
Matthais Concannon
Haven Emerson
W. H. Vanderploeg
Henry F. Vaughan

A. W. Mellon Educational and Charitable Trust

Trustees: Paul Mellon
Donald D. Shepard
Mrs. Ailsa Mellon Bruce

New York Foundation

Officers: Arthur Hays Sulzberger, Hon. Chr. of Bd.
David M. Heyman, President
Herbert H. Lehman, V. Pres.
Frederick M. Warburg, Treas.

New York Foundation (cont.)

Officers: Jerome H. Schloss, Sec'y
Trustees: Paul Baerwald
Mrs. Sidney C. Borg
Lindsay Bradford
David M. Heyman
David John Heyman
Hugh Knowlton
Herbert H. Lehman
Sam A. Lewisohn
Arthur H. Sulzberger
Frederick M. Warburg

Reid Foundation, Inc.

Officers: Helen Rogers Reid, Pres.
Whitelaw Reid, V. Pres. and Treas.
William E. Robinson 2nd V. Pres. and Sec'y
Trustees: Dr. Charles Seymour
Ferdinand Eberstaadt
Mrs. Oveta Keelp Hobby
Ogden R. Reid

Alfred P. Sloan Foundation, Inc.

Officers: Alfred P. Sloan, Jr., Pres.
Arnold J. Zurcher, V. Pres. and Ex. Dir.
James F. Kermey, Sec'y Treas.
Genevieve M. King, Ass't Treas.
Cecile Stierli, Ass't Sec'y
Trustees: Alfred P. Sloan, Jr.
Harry E. Ward
John L. Pratt
George Whitney
Karl T. Compton
Lewis W. Douglas

William C. Whitney Foundation

Officers: Michael W. Straight, Pres.
Milton C. Rose, Sec'y
Thomas J. Regan, Treas.
Harriett K. Evison, Ass't Sec'y
Directors: Michael W. Straight
Thomas J. Regan
Milton C. Rose
Beatrice S. Dolivet
Max Lerner

October 5, 1948

Dear Larry:

Here's for the Institute

booklet. Regards.

As ever yours,

Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York, New York

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

AGENDA

Meeting of the Executive Committee

Wednesday, September 22, 1948, 12:30 p.m.

1. **Severance Compensation for Dr. Fisher**

2. **Continuation of Student Ship Activities**

   Memorandum for consideration attached

   Suggested resolution:

   That the Institute continue ready to participate as an administrator in student ship matters until there is clear evidence that some other organization or organizations enjoying general confidence and possessing a staff capable of handling the job is available and desirous of handling the work.

3. **Proposed War Department Contract**

   Memorandum for consideration attached

   Suggested resolution:

   It is recommended that the Institute proceed to negotiate a reimbursable contract with the Department of the Army, adequately protecting itself against loss, to provide certain administrative services, especially placement and supervision for selected students and specialists from Germany, Austria, Japan and Korea.

4. **Report on Board Chairmanship Vacancy**

5. **Report on Fund-Raising and Expansion**

6. **Old Business**

September 13, 1948

TO: Executive Committee

FROM: Laurence Duggan

Subject: Continued Institute Participation in the Administration of Student Ships.

Background

In 1947, because of the shortage of transportation in the North Atlantic, the U.S. Government put two semi-converted troop ships in service to carry academic personnel. At the State Department's request, the Institute administered the project. Approximately 4000 persons were transported.

In 1948, the Institute headed a group of private organizations which requested the Government again to make available the ships. The Institute took a leading role in securing the necessary approval in Washington - including legislative approval - and again it administered the project. This year about 4000 persons were transported.

For the summer of 1949, the shipping situation looks tighter than either of the two previous years. Advance bookings have been very heavy. The need for special student ships, therefore, continues to exist.

Question

Should the Institute remain in the picture?

Discussion

The principal reason why the Institute was brought into the shipping picture in 1947 was that it was the only organization a) well and favorably known here and abroad, and b) had the staff and experience to administer a project of this character. In brief, the Institute had the confidence of others and a competent staff.

This spring, when it became evident that the student ships could not take care of the demand, a new organization called Youth Argosy was set up to handle student travel by unscheduled air carriers. It transported about 700 students to Europe and back.

Youth Argosy now wants to take over and administer at least the Dutch student ships. This project is now pending with the Dutch Government and if a counter proposal is to be filed, it will have to be presented shortly.

Youth Argosy is the creation of Monroe Smith, founder of American Youth Hostels. It is said to have no corporate or other connection with AYH, of which Mr. John D. Rockefeller III is President.

Two doubts arise about Youth Argosy.

(1) Can it do the job? Monroe Smith is a versatile, resourceful, persuasive promotor in education, but his record as an administrator has left something to be desired. He is aware of his own weakness and is trying to get a first class man to run the project.

(2) Will he run Youth Argosy to the best interest of all bona fide groups? The possibility exists that certain groups would get preferred bookings - even within categories of the same types of groups. For instance, American Youth Hostels and Experiment in International Living combined could have entirely booked the Dutch ships last summer, leaving no space for anybody else.

Recommendation:

That the Institute continue ready to participate as an administrator in student ship matters until there is clear evidence that some other organization or organizations enjoying general confidence and possessing a staff capable of handling the job is available and desirous of handling the work.

(I believe the State Department would like the Institute to keep in the picture for the present even though later, in agreement all around, it turned over to some other organization which might be Youth Argosy.)

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

Subject: Memorandum regarding proposed contract with War Department on occupied areas.

Background

Captain Chester Axvall brought to the attention of the Institute in mid August the possibility that the Department of the Army would have some funds to establish an exchange of persons program with the occupied areas (Germany, Austria, Japan and Korea). Captain Axvall wanted to know whether we would be interested in administering the United States end of this program.

Subsequently, it was learned that the Army was thinking in terms of allocations of $77,000 each to bring students from Germany and Japan, and $33,000 each to bring students from Austria and Korea, a total of $220,000.

It is understood that the program would involve the placement and supervision by the Institute of students on scholarships and fellowships from colleges and universities in this country, as well as of selected individuals for whom all expenses would be paid by the Department of the Army. The students would be screened by committees appointed by the Department of the Army which would, if necessary, pay travel to and from the United States and necessary travel in the United States as well as incidental expenses when needed. The Institute would make a very special effort to obtain complete scholarships and fellowships for Germans but in the case of the other three countries, the Department of the Army would pay all expenses if the Institute were not able to find appropriate scholarships and fellowships.

In a letter of August 23 to the Chief of the Civil Affairs Division of the Department of the Army, the Institute offered to do its job for an administrative fee of approximately $125. per student, depending upon administrative procedures.

It is proposed that the Institute sign a contract with the Department of the Army which would be what is known as a "reimbursable" contract. This means that the Institute would be required to spend whatever funds were necessary to set the program in action, thereafter billing the Department of the Army at regular intervals to recover. The Army hopes to make the contract operative through the Second Army Headquarters in New York in order to expedite payment.

Recommendation:

It is recommended that the Institute proceed to negotiate a reimbursable contract with the Department of the Army, adequately protecting itself against loss, to provide certain administrative services, especially placement and supervision for selected students and specialists from Germany, Austria, Japan and Korea.

Discussion

Since this is a "business" arrangement, the Institute should not stand to lose money on the contract although it will require every precaution to prevent disallowances. The successful execution of the contract would, it is believed, redound to the Institute's credit and assure it other contracts of a similar nature which would bring the Institute's name before a large number of institutions and individuals here and abroad.

INSTITUTE OF
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September 14, 1948

Phoned 9/28/48 SP

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

Thanks a lot for your talk this afternoon. I think we set some kind of a record for brevity of speech.

I am going to be in Boston September 27 and 28 at the UNESCO Regional Meeting. If you are also planning to attend, it occurred to me that together we could beard Mr. Hayden.

Sincerely yours,

Laurence Duggan
President

INSTITUTE OF
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September 8, 1948

CONFIDENTIAL

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed;

Enclosed is Shank's and my formula for settling the Fisher severance allowance matter. I am also sending a copy of this letter with its enclosure to Packard in the hope that you and he can exchange ideas about the formula on Thursday or Friday. I hope it will appeal to both of you as wise and that you both will support it at the Executive Committee meeting on September 22.

Shank is on vacation and I will be in Washington on Thursday and Friday; back in the office on Monday.

Sincerely yours,

Larry

Laurence Duggan
President

Enclosure

CONFIDENTIAL

To: THE EXECUTIVE COMMITTEE September 8, 1948
From: Laurence Duggan

Re: Compensation Arrangement with Dr. Fisher

Background

At a special meeting of the Board of Trustees, June 25, 1947, it was decided:

a) To secure a new Assistant Director
b) To continue Dr. Fisher in office until December 31, 1947, and if he had not secured other employment after that time, to deal generously with him.

At the regular meeting of the Board of Trustees, October 23, 1947, after it was reported that Dr. Fisher had not yet secured other employment, it was decided:

To continue Dr. Fisher at the Institute as a consultant at two-thirds time at a salary two-thirds of what he had been receiving until he secured other employment or reached the age of 65, and to have the Institute continue its contribution to the TIAA annuity on the basis of his former salary of $9200.

Dr. Fisher did not immediately secure other employment and continued after January 1, 1948, as a consultant at a salary of $6133 until July 31, 1948, when he left the Institute to accept appointment as a visiting lecturer at Sweet Briar College.

Before leaving, Dr. Fisher stated that he thought he should receive some sort of severance arrangement. His moving to Sweet Briar, he said, would be expensive and in addition an allowance was in order along the lines set when Miss Waite, executive secretary, retired.

This matter was submitted to a special meeting of the Board of Trustees, June 29, 1948. It was decided that Dr. Fisher would be given a severance allowance and that the exact amount of this should be fixed by the Executive Committee.

Recommendation

That Dr. Fisher be voted a lump sum allowance of the amount necessary to pay up from the time he left the Institute (July 31, 1948) until he reaches 65 (September 1950), the total contribution to the TIAA annuity. This would require a payment of $2000.

Reasons

This proposal is premised on the belief that it is better to relate the severance allowance to payments due under a regular retirement plan than to pick arbitrarily some figure as "right".

What the Institute did in the case of Miss Waite is not considered relevant

in Dr. Fisher's case, the two situations being quite different.

The payment to Dr.Fisher can be made out of the $9500 approved by the trustees as part of the 1948-1949 budget for the inauguration of a retirement plan of general application to Institute employees.

September 8, 1948

Dear Larry:

I don't know when I will get to Boston, but will certainly have a go at Mr. Hayden.

Paley isn't back in town, but I will set up the interview as soon as I can. Colin I know well and will sound him out at the first opportunity.

As ever yours,

Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York 19, New York

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Yes

September 1, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

There will be a meeting of the Executive Committee of the Institute on Wednesday, September 22, at 12:30 P.M. in our office. A light lunch will be served.

I very much hope that you will be able to attend. Kindly return the enclosed postal card, indicating whether you will be present.

Sincerely yours,

Donald J. Shank
Vice President

Enclosure

INSTITUTE OF
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August 31, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

You will remember that we talked about your seeing J. Willard Hayden, President of the Charles Hayden Foundation, sometime when you are in Boston, hopefully soon. His address is 85 Water Street, Boston 7. Attached is material on the Foundation.

In addition, I believe you can help us materially with another foundation which we are looking into, called the Shelter Rock Foundation. Ralph F. Colin, its Vice President and Treasurer, is, I find, general counsel and a director of CBS as well as a director of the William S. Paley Foundation. Could you sound him out a bit about Shelter Rock, its fields of interest and financial data perhaps, with a word or two about us? (See attached.)

Miss Eis tells me that you are planning to arrange an interview with Mr. Paley when he gets back to the city. I shall be in Washington the 9th and 10th of September but otherwise available.

Sincerely yours,

Laurence Duggan
President

Enclosures

Charles Hayden Foundation

Address: 25 Broad St.
New York 4

Officers: J. Willard Hayden, President
Edgar A. Doubleday, Executive Vice President and Secretary

Financial Data:

Capital Assets: $50,000,000
Expenditures: Not stated.

Interests:

Limited to New York City and Boston but not an absolute limit.
"Future of nation and world depends upon young men of United States."
Emphasis on boyhood training, education, environment, to preserve them from evil influences. Right and proper living---for a nobler race of men --- to the ultimate benefit of mankind.

Information:

Examples of giving:
12/46 - $5,517 scholarships to New York University to boy students from New York City.
5/46 - $200,000 Children's Village.
6/45 - $361,000 for week-end scout camp to Greater New York Councils, Boy Scouts of America.
2/44 - $50,000 Salvation Army Campaign for boys' work.
1/44 - $5,000 Neediest Cases.
2/42 - $5,000 continuation of Wiltwyck School for boys (negro).
9/41 - $100,000 for three cottages at Lincoln Hall.
12/40 - $10,000 Tufts Medical - Scholarship Fund.
3/40 - $20,000 scholarships and special studies to Columbia.
$500,000 - Boston University.

Financial facts:
(1941) Estate put at $52,410,065 net at time of settlement - $48,376,531 to Foundation.

Brother, J. W. Hayden, received trust of $2,000,000.

Foundation a corporate partner of Hayden, Stone & Co. by virtue of provision in will for Foundation to advance $5,000,000 to firm to assure its continuation. In this connection Mr. Bradford informs us that the two members of the Foundation who are at Hayden, Stone have nothing to do with the operation of the Foundation.

Mr. Josephs says it is worth a try but essential to see Willard Hayden. According to Mr. Seymour, J. Willard Hayden did not possess the business acumen or abilities of his brother, Charles. He feels himself very important now as

President of the Foundation, possesses a highly inflated ego and is very subject to flattery, Impressed by "names". Mr. Seymour suggests that we assume Charles' intense interest in international relations and indicate to J. Willard that this is his opportunity to carry out his brother's ideas. We must relate our request to the Foundation's interest in the "poor boy".

Mr. Stevens (Rockefeller Foundation) favored this contact.

Shelter Rock Foundation, Inc.

Address: 44 Wall Street
New York 5

Officers: Donald S. Stralem, President (Harvard, '24; Partner, Holgarten & Co., New York City, Investment Bankers.)
Jean I. Stralem, Vice President
Ralph F. Colin, Vice President and Treasurer (Member, Rosenman, Goldman, Colin and Kaye)
Cecile Brill, Assistant Secretary
Helen Moffat, Secretary and Assistant Treasurer

Directors:
Donald S. Stralem
Jean I. Stralem
Ralph F. Colin

Financial Data:

Capital Assets: Not indicated.
Expenditures: Not indicated.

Interests:

To aid and assist any corporation, community chest, fund, foundation, activity, agency or institution organized and operated exclusively for and devoted to the realization of charitable, scientific, literary or educational purposes.

Methods of operation: Grants-in-aid, grants to outside agencies, maintenance of other organizations.

To freely aid and assist such activities, agencies and institutions already established and any other means and agencies of like character which from time to time shall seem expedient to its members or directors.

Information:

Founded by Donald S. Stralem and Jean I. Stralem.

SYNOPSIS OF THE CASE FOR THE INSTITUTE

I. PURPOSE. To effect student, teacher and specialist interchange among nations in order to advance the cause of education and to promote world understanding.

II. STATUS. Founded in 1919, the Institute has effected award of 8,868 scholarships and helped over 300,000 students and professors. A central clearing house. Staff now 65, with offices here and Washington, and with world-wide operating relationships. Board strengthened and staff reorganized -- ready to go.

Key Fact: Institute is unique. Sole agency dealing with all countries and in all fields of learning. Recognized as such. United States Government asked it to handle student program under Fulbright Act as well as other government projects.

III. PROGRAM. To service interchange sharply increased since World War II, and to bring into this exchange persons heretofore not included (i.e., students from underdeveloped and colonial areas, trade unionists, specialists). Institute being overwhelmed with requests for assistance of all kinds coming from governments, universities, scientific societies and industry.

IV. FINANCES. Current net budget is $249,645, mainly covered by Carnegie Corporation ($150,000) and Rockefeller Foundation ($50,000). Aim is $580,000 per year in 1951-52, by gradual stages. Immediate aim is stabilization fund of $334,150, to cover net needs to Sept. 30, 1950 -- over and beyond Carnegie and Rockefeller grants and payments for specific services by governments, etc.

V. SUMMARY. Need for more interchange is clearly related to current world situation...Long-range effectiveness universally acknowledged... Institute the one recognized instrumentality in its field...In its reorganized position, it has confidence of Carnegie and Rockefeller leaders, and full endorsement by governments and educators... Requirements are modest, and support should yield rich dividends. A universal cause, meriting universal interest and backing. Deserves, therefore, a careful and sympathetic hearing.

# # # # # #

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

August 31, 1948

Monday

c
o
p
y

Mr. S. Abelow
Columbia Broadcasting Company
485 Madison Avenue
New York, N.Y.

Dear Sam:

This will confirm our informal discussion on the telephone yesterday regarding an honorarium for the preparation of a manuscript for the Institute's appeal to individual givers.

It is our understanding that you will prepare possible publication - about 24 pages - with some indication of its makeup, including suggested illustrations, etc. We understand that the fee for this service will not exceed $500.

We are all delighted that you are going to be working on this project.

Sincerely yours,

DJS

Donald J. Shank
Vice President

Oct. 1st

Check to Institute

Sent 10/5

7

August 26, 1948

MEMORANDUM FOR CONFERENCE WITH MR. MURROW, MR ABELOW AND LD

When Mr. Abelow met with me in order to review a list of Institute alumni which could be used as a basis for selection of biographies to be written up for a publicity document, the following persons were listed.

Holland

American:

George Weller, Journalist, Novelist, Foreign Correspondent
Henry Taylor, Director, Metropolitan Museum
Marcella Slajchter, Director of Public Relations, Refugee Centre, German Zone
Helen Hiett, Educator, International Relations

Foreign:

Greek: Davidis, Agronomist and Viticulturist who studied at the University of California and who is now working for the Near East Foundation in Greece

Equadorian:

Marisa Lusiardo, Physio-therapist, graduate, University of California with special training at Dr. Carlson's Institute for Spastics, now Director of a Physical Education and Spastic School in Montivideo, Uruguay

Italian: Dr. Teorodo Posteli, University of Bologna Medical School, studied heart disease in Boston and has translated for the Italian medical profession the definitive text on heart disease by Dr. Paul White of Boston

German: Dietrich Bonhoeffer, exchange student, who in 1944 was executed by the Nazis for participating in underground activities against the Hitler regime.

Mr. Abelow raised the question as to whether or not we should instead of only publicising alumni, also consider taking for instance, a group of eight students who are presently studying under Institute auspices i.e., foreign students in the United States and American students abroad and tell a story on each of them; what they are studying, why and where and what their intentions are on completion of their education.

L.A.E

August 16, 1948

Mr. Dorsey Richardson
The Lehman Corporation
One & Three South William St.
New York, N. Y.

Dear Mr. Richardson:

I do indeed remember our last meeting; it was New Year's Eve of 1938. I think that I was, at the time, trying to wash the taste of Munich out of my mouth!

I'm looking forward to seeing you again soon, and to welcoming you personally to the Institute Board.

Sincerely yours,

For Mr. Murrow

C O P Y

THE LEHMAN CORPORATION
One and Three South WilliamStreet
New York

Dorsey Richardson
Vice President

July 23, 1948

Mr. Edward R. Murrow, Chairman of the Board
Institute of International Education
2 West 45 Street
New York 19, New York

Dear Mr. Murrow:

Thank you very much for your cordial letter of welcome to the Institute Board. I am looking forward with keen interest to the association.

It will be a pleasure, also, to renew an acquaintance with you--which has thus far been limited to a very lengthy New Year's Eve -- 1938-39, I think -- with "Ike" Levy, etc. Do you recall it?

Sincerely yours,

Signed:
Dorsey Richardson

INSTITUTE of INTERNATIONAL EDUCATION

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2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
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August 10, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

We have made some additional revisions in the Foundation Statement to include more information about scholarships. I am enclosing a copy for your files.

Sincerely yours,

Don Shank

Donald J. Shank
Vice President

September 14th

INSTITUTE OF
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August 4, 1948

Mr. Edward R. Murrow
Columbia Broadcasting Station
485 Madison Avenue
New York, New York

Dear Ed:

We are delighted that you have agreed to be the speaker at the opening session at the September Student Conference which will be held at Town Hall on Tuesday, September 14 at 2 p.m.

You will note from the attached program that I have given you a title and if this is not in accord with your wishes, please notify us as to the title you prefer. We are planning to open the program promptly at 2 p.m. and following a brief word of welcome by Larry and George Denny of Town Hall, you will be introduced. Immediately after your lecture, Julien Bryan will show his movies. If by any chance you have to leave early, please feel free to do so, but we hope to have the good fortune of having you stay throughout the ~~Convention~~ session.

I look forward to seeing you and you may be sure that the staff is delighted.

Sincerely yours,

Donald J. Shank
Vice President

Enclosure

IIE in cooperation with Town Hall

SCHEDULE OF ACTIVITIES FOR SEPTEMBER STUDENT CONFERENCE

WEEK OF SEPTEMBER 13-18 '48

September 13 (Monday)

2:00 p.m.....Tour of educational institutions in New York. Meet at IIE at 2:00 p.m. (Visit to 8 institutions in Manhattan)

4:00 p.m.....Tour of Rockefeller Center. Visiting the Museum of Science and Industry where the group will be televised.

8:00 p.m.....Visit to Central Park Zoo. Refreshments

September 14 (Tuesday)

IIE Foreign Student Conference

2:00 p.m.....Welcome to New York
Motion Pictures
Address by outstanding speaker - Edward R. Murrow
"An Institute Fellow Looks at Student Interchange".*

6:00 p.m.....Informal dinner groups arranged by second year foreign students

8:30 p.m.....WNYC party at International House

September 15 (Wednesday)

10:00 a.m....Town Hall auditorium session on WHYSEK About Academic Life in the US. Harold Taylor, speaker, followed by discussion and small group meetings.

1:00 p.m.....Informal luncheon groups with Regional Secretaries.

2:00 p.m.....WHYSEK About Non-academic Life in the US. Ronald J. Shook, speaker, followed by discussion and small group meetings.

3:00 p.m.....Visit to Museum of Modern Art. Entrance fee $.35. Refreshments al fresco.

6:00 p.m.....Boat trip around Manhattan. (Special rate to Students)

8:30 p.m.....Complimentary tickets to Town Hall concert by pianist, Paul Brandoff.

*Radio commentator andpresident of IIE Board of Trustees.

**What Every Foreign Student Should Know About etc . . . .

SCHEDULE OF ACTIVITIES FOR SEPTEMBER STUDENT CONFERENCE

"An American Student Looks at American Education"

September 16 (Thursday)

10:00 a.m....~~American student version of society of Occident~~ educational patterns, arranged by president of NSA, William R. Welsh

12:30 p.m....Informal luncheons with American students in various groups.

1:30 p.m.....Attending Radio City Music Hall. ($1.00 each. Group seated together.)

4:30 p.m.....Informal discussion and social hour at Kosciuszko Foundation for 175 students.
Tea at China Institute (for 200)

September 17 (Friday)

10:00 a.m....Tours. Meet at IIE.
-Through large department store
-Through Wall Street and historical section of Manhattan
-Through large publishing house (N.Y. Herald Tribune)
-To Museum of Natural History
-To Metropolitan Museum

1:00 p.m.....Luncheon at Metropolitan Museum at 82nd Street and Fifth Avenue

1:30 p.m.....Trip to United Nations. (No groups in session at this time but special plans being made for explanatory program by Educational Liaison Division)

2:00 p.m.....Trip to Cloisters from Metropolitan Museum

4:00 p.m.....Tea at English Speaking Union for 100

4:00 p.m. ...Trip to and tour of LaGuardia Airport. Dinner there for those who wish to stay.

September 18 (Saturday)

Trip to Hyde Park to visit home of late President Franklin D. Roosevelt. Chartered bus at $2.25 each. Lunch to be purchased en route.

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

C
O
P
Y

July 22, 1948

Mr. Dorsey Richardson
1 South William Street
New York 4, New York

Dear Mr. Richardson:

On behalf of the Board of Trustees of the Institute of International Education, I take pleasure in welcoming you as a new trustee. Mr. Nicely and Mr. Shank have made me very happy by telling me that you would be willing to serve. I speak for the entire Board in saying that we look forward to associations with you in the activities of the Institute.

Sincerely yours,

Edward R. Murrow
Chairman of the Board

BT:jw

Signed in the absence
of Mr. Murrow

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

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GEORGE F. ZOOK

July 2, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

I am glad to inform you that on the recommendation of the nominating committee, the Board of Trustees of the Institute of International Education, at its meeting on June 29, 1948, unanimously elected you to membership on the Executive Committee of the Board.

We hope that this responsibility will not be too arduous and that you will accept election.

Sincerely yours,

Donald J. Shank
Secretary

July 13, 1948

Mr. Donald J. Shank
Institute of International Education
2 West 45 Street
New York, N. Y.

Dear Mr. Shank:

Your letter of July 2nd has been received here during Mr. Murrow's absence, and will be brought to his attention upon his return to the office early next month.

Sincerely yours,

INSTITUTE OF INTERNATIONAL EDUCATION

Two West Forty-Fifth Street

New York 19, N. Y.

June 30, 1948

Memorandum of conversation with Mr. Minary, Paley Foundation

Mr. Minary received me cordially and discussed with me for about an hour the Institute program.

He seemed already converted to the idea that the exchange of students and teachers is one of the best ways to build international understanding but he did ask what proofs the Institute had in substantiation of its view.

I promised to send Mr. Minary additional financial documentation.

Mr. Minary said that the Board in the Paley Foundation would not meet until next September when he would see that the matter is brought before it.

NOTE: I went over this conversation with Mr. Murrow. We agreed that it would be better to postpone until later in the summer my projected conversation with Mr. Paley.

cc- E.Murrow

A G E N D A

Tuesday, June 29, 1948, 5:30 P.M.

Waldorf Astoria Hotel
Park Avenue at 50th Street
(Carpenter Suite)

1. Approval of minutes of March 29, 1948 Board Meeting. (See Document 1)

2. Report of Auditing Committee.

3. Consideration of budget, 1948-1949. (See Document 2)

4. Fund-raising. (See Document 3)

5. Report of Nominating Committee. (See Document 4)

6. Consideration of preparatory school program. (See Document 5)

7. Report of Publications Committee. (See Document 6)

8. Policy regarding Germany.

9. New business.

Additional Documentation:

Document -- By-Laws adopted at March 29 meeting.

Document -- Report on developments since last meeting.

Copy for Mr. Murrow

C
O
P
Y

The Christian Science Monitor
1 Norway Street
Boston 15, Massachusetts

June 25, 1948

Mr. Edward R. Murrow
Institute of International Education
2 West 45 Street
New York 19, N. Y.

Dear Mr. Murrow:

Thank you for your letter of June 17.

I am indeed delighted to accept membership on the Board of Trustees of the Institute of International Education. I have long been familiar with its work.

My one regret is that a radio commitment (which you will understand) makes it impossible for me to be present at the meeting on June 29.

Sincerely yours,

(signed) Erwin D. Canham
Editor

Copy for Mr. Murrow

C
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P
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NEWSWEEK
Newsweek Building, Broadway and 42 Street
New York 18, New York

June 21, 1948

Mr. Edward R. Murrow
Chairman of the Board
Institute of International Education
2 West 45 Street
New York 19, New York

Dear Ed:

Thank you for your letter of June 11. As I had previously indicated through Waldo Leland, I shall be delighted to join the Board of Directors of the Institute of International Education.

Sincerely yours,

(signed) Edward W. Barrett

Copy for Mr. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

June 17, 1948

Mr. Erwin D Canham, Editor
Christian Science Monitor
Boston, Massachusetts

Dear Mr. Canham:

A special meeting of the Board of Trustees of the Institute of International Education will be held on Tuesday, June 29, 1948, in the Carpenter Suite of the Waldorf Astoria Hotel in New York. The meeting will commence at 5:30 P.M. and be in session until 7 P.M. when dinner will be served. Adjournment is expected not much later than 10 P.M. The minutes of the Board meeting held on March 29, 1948, and other documentation will be circulated in the near future.

We hope that a full attendance of Trustees will be possible. It will be our pleasure at this meeting to welcome the new members who recently have consented to serve on the Board.

May we have your reply on the enclosed postal card?

Sincerely yours,

Edward R. Murrow
Chairman of the Board

Enclosure

Signed in the absence
of Mr. Murrow

Copy for Mr. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

4

June 11, 1948

President Robert G. Sproul
University of California
Berkeley 4, California

Dear President Sproul:

You of course know of the Institute of International Education. Founded after the first World War, it quickly grew to become the clearing house in the administration of student and scholar exchange between the United States and other countries. It emerged from the second World War with a greatly enlarged responsibility, in part because our Government had asked it to administer the Government's student exchange program and in part because many persons and organizations and foreign governments had requested it to assist in the same manner. It today is the recognized focal point. This is clearly demonstrated by the request of the Board of Foreign Scholarships that the Institute handle the student grant program under the Fulbright Act, an operation which over the next twenty years may result in the disbursement of scholarships totaling $100,000,000.

With these enlarged responsibilities, the Board of Trustees decided to increase its number to make it more representative of the new fields in which it is being called upon to work. New trustees will be added, not only from education but also from business, public life, labor and the mass media. Such a Board should be able to give the Institute the policy direction and general support that it needs as it administers an ever widening series of activities in the interchange of persons.

On behalf of the Board of Directors of the Institute, I take pleasure in inviting you to become a member of this Board. Dr. Harry J. Carman has made me very happy by telling me that you would be willing to serve. This is good news indeed. I feel certain that you will find membership on our Board interesting, important and enjoyable. The Board meets three times a year. The duties are not heavy but each trustee has at least one committee assignment and is, of course, expected to be ready to advise on matters within his competence from time to time.

Sincerely yours,

Edward R. Murrow
Chairman of the Board

Signed in the absence
of Mr. Murrow
LD:jw

COPY

THE UNIVERSITY OF CALIFORNIA

June 7, 1948

Dean Harry J. Carman
Columbia College
Columbia University
New York 27
New York

Dear Dean Carman:

The invitation to join with you and your colleagues as a member of the Board of Trustees of the Institute of International Education honors me, and I accept with some mental reservations as to the service which time and distance will permit me to render.

I was much impressed by the plans for the Institute which were outlined for me on May 22 by Mr. Laurence Duggan, when he and I had lunch together at the President's House on the Berkeley Campus.

With all good wishes,

Yours sincerely,

Robert G. Sproul

Copy for Mr. Edward R. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

June 11, 1948

Mr. Edward W. Barrett, Editorial Director
NEWSWEEK
152 West 42 Street
New York 18, New York

Dear Mr. Barrett:

You of course know of the Institute of International Education. Founded after the first World War, it quickly grew to become the clearing house in the administration of student and scholar exchange between the United States and other countries. It emerged from the second World War with a greatly enlarged responsibility, in part because our Government had asked it to administer the Government's student exchange program and in part because many persons and organizations and foreign governments had requested it to assist in the same manner. It today is the recognized focal point. This is clearly demonstrated by the request of the Board of Foreign Scholarships that the Institute handle the student grant program under the Fulbright Act, an operation which over the next twenty years may result in the disbursement of scholarships totaling $100,000,000.

With these enlarged responsibilities, the Board of Trustees decided to increase its number to make it more representative of the new fields in which it is being called upon to work. New trustees will be added, not only from education but also from business, public life, labor and the mass media. Such a Board should be able to give the Institute the policy direction and general support that it needs as it administers an ever widening series of activities in the interchange of persons.

On behalf of the Board of Directors of the Institute, I take pleasure in inviting you to become a member of this Board. Dr. Waldo G. Leland has made me very happy by telling me that you would be willing to serve. This is good news indeed. I feel certain that you will find membership on our Board interesting, important and enjoyable. The Board meets three times a year. The duties are not heavy but each trustee has at least one committee assignment and is, of course, expected to be ready to advise on matters within his competence from time to time.

Sincerely yours,

Edward R. Murrow
Chairman of the Board

Signed in the absence
of Mr. Murrow
LD:jw

COPY

Edward W. Barrett
152 West 42 Street
New York 18, N.Y.

May 31, 1948

Dear Waldo:

Many thanks for your very good letter of May 28th, inviting me to become a Trustee of the Institute of International Education.

While I have had to back out of a few extra-curricular activities, I am flattered and delighted with this invitation. I am tremendous respect for the job the Institute has done, have a very high regard for Larry Duggan, and should be delighted to associate myself with you in this splendid undertaking.

Very kindest regards.

Cordially

Edward W. Barrett

Dr. Waldo G. Leland
U.S. National Commission for UNESCO
Department of State
Washington 25, D. C.

Copy for Mr. Murrow

WASHINGTON UNIVERSITY

St. Louis (5), Mo.

Office of
The Chancellor

June 9, 1948

Mr. Waldo G. Leland
Institute of International Education, Inc.
2 West 45 Street
New York 19, New York

Dear Waldo:

I am honored by your invitation to serve the Institute of International Education as one of its Board of Trustees. If my attendance at perhaps only one meeting a year would be helpful, I shall be delighted to serve with you and your associates. I am certain you know that your program is one of very real interest to me and that I am only sorry I cannot devote a greater portion of my time to it. Because of the limited time I shall be able to spend with the Institute, however, you may wish to appoint some one who would be in a position to better fulfill his obligations in this respect.

Please express to your associates my sincere appreciation and best wishes.

Very truly yours,

Arthur W. Compton

P.S. Please let me know if you want me at the June 29 meeting.

A.W.C.

sent regular invitation to June 29 meeting - signed by Mr. Mur row
(in his absence) bt

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

Mr. Murrow

June 1, 1948

Mr. Lindsay Bradford
22 William Street
New York 5, New York

Dear Mr. Bradford:

I am very pleased to know that you will be able to attend the meeting at our offices, which has been scheduled for 3 o'clock on Thursday, June 3rd.

I shall look forward to seeing you at that time.

Sincerely yours,

Laurence Duggan

Laurence Duggan

Note: It will be helpful if you can bring your copy of the foundation statement with you.

May 27, 1948

Mr. Howard L. Goodkind
Managing Editor
The Grolier Society, Inc.
2 West 45 Street
New York 19, N. Y.

Dear Mr. Goodkind:

Thank you very much indeed for your letter of May 18th.

I would be glad to let you use my broadcast scripts for a chapter in The Story of Our Time. We have on file here copies of the script from September, 1947, and one of your editors can come up here any time to make use of them.

Sincerely yours,

THE GROLIER SOCIETY, INC.
Publishers of The Book of Knowledge

CABLE ADDRESS
"BONAQUI"
TELEPHONE
VANDERBILT 6-0600

2 WEST 45TH STREET
NEW YORK 19, N.Y.

May 18, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York City NY

Dear Mr. Murrow:

I am writing to ask whether you would be willing to contribute a short section to our picture-yearbook, The Story of Our Time.

First, let me tell you a little about the book. It is produced by the Grolier Society, publishers of the Book of Knowledge, and distributed widely as an encyclopedia annual. Each volume presents the year's events as chapters in the story which mankind is writing. It is not a compendium of statistics, but a book for reading as well as for reference — for pleasant, inductive learning.

For our news section, we expect to print a day-by-day calendar of the events of 1948 together with several 1500 word articles by radio commentators on certain specific topics. These articles will be digested by our editors from the scripts of the commentators. In the coming edition, we will have, among other commentators, Eric Sevareid, Joseph C. Harsch and Raymond Swing. Would you, perhaps, consider allowing us to condense certain of your scripts for the same purpose? We could have an editor glance through them at the CBS news office and then send you the digested version for your approval and corrections. I think you would find that the entire business would involve very little bother from your end. Unfortunately, I must add that a very restricted budget limits us to the standard encyclopedia rate of two and a half cents per word.

May we count on you for this section?

Very sincerely,

Howard L. Goodkind
Managing Editor

Below is a list of some of the distinguished persons who have contributed to THE STORY OF OUR TIME.

WORLD AFFAIRS

Raymond Swing
Hanson W. Baldwin
Warren R. Austin
Fiorello H. LaGuardia
Leo Cherne
Ernest K. Lindley
Herbert Hoover
Sir Norman Angell
Lowell Thomas
H.V. Kaltenborn
Eric Sevareid
Harry B. Murkland
Joseph C. Harsch
Arthur H. Vandenberg
Erwin D. Canham
Quincy Howe
DeWitt Mackenzie
Andre Visson
Vera Micheles Dean
Louis Fischer
Elmer Davis

ENTERTAINMENT AND THE ARTS

Brooks Atkinson
Frank Lloyd Wright
Norman Corwin
Serge Koussevitsky
Burns Mantle
Alan Jay Lerner
Helen Hayes
Grantland Rice
Sigmund Spaeth
Ezra Stone
Irwin Shaw
Brock Pemberton
Bill Stern
"Red" Barber
Benny Goodman
Amy Loveman
Connie Mack
Kate Smith

INDUSTRY

Allen B. DuMont
Robert R. Young
Ira A. Hirschmann
Leroy A. Lincoln
Harold T. Youngren
Samuel F. Pryor
Harry A. Winne
C.E. Hooper
Humphrey Mitchell

SCIENCE

Harlow Shapley
Lee S. Crandall
Clyde Fisher
William L. Laurence
Vilhjalmur Stefansson
Gerald L. Wendt
Watson Davis
Thor Heyerdahl
Vincent J. Schaefer
Frederick H. Pough
Howard A. Rusk
John J. O'Neill

REPORT ON INSTITUTE STAFF COMMITTEE

At the June 1948 meeting of the Board of Trustees the President reported the organization within the Institute of a Staff Committee, at which time the Board requested that the Executive Committee be kept informed of the Committee's activities.

In April 1948 the members of the Institute staff, with the exception of the administrative officers, came together and discussed the feasibility of electing a staff committee. With the continual growth of the staff it was obvious that there was need for a central body which could consider for the general well-being of the whole staff, individual or collective problems, grievances, plans, projects, etc., and serve as liaison between employees and officers of administration.

A five-man committee, which is representative of the various job levels, was elected for one year and is headed by a staff member of many years' service, Mrs. Helen Stovall. Other members are:

Miss Edith Albanese, Secretary to the Coordinator of Student Service
Miss Joan Claflin, Regional Secretary, Central and Eastern European Division
Miss Edna Duge, Head, Latin American Division
Miss Olive Holbrook, Head, Information and Counseling Division (for Ruth Hubbard, on leave-of-absence)

The Committee holds a luncheon meeting in the office twice a month. Three additional members of the staff may attend, who are interested. The Vice-President has been invited to meet with the Staff Committee on three occasions and the Committee has referred to the Administrative Officer frequently. An office suggestion box is maintained through which matters for attention are presented in writing. Bulletin boards secured for both the sixteenth and seventeenth floor offices post items pertinent to all staff and activities of interest outside of the Institute which are related to the work. These steps were recommended as a means of acquainting personnel with one another and of assuring a more closely knit working organization.

Following the renovation of the offices, the Staff Committee was particularly concerned that there existed a number of deficiencies not conducive to satisfactory or comfortable working conditions. They discussed with administration problems of heating, lighting, maintenance and cleanliness of office facilities, and the ventilation and sound-proofing of the general office area. All were investigated and corrected with the exception of ventilation and sound-proofing, which would involve an item of considerable expense not budgeted at this time. The Committee, however, continues to feel that the need for sound-proofing is extremely necessary for the efficiency and health of the personnel working in and near the large general office.

Two other major problems of grave importance to the Committee are standardization of salaries and the creation of an annuity plan. The Committee has begun work on a detailed study of salaries. Their study will include a revision of the salary scale, adjustment of minimum and maximum limits within each group, a comparison with corresponding salaries of similar organizations and a recommended basis for periodic raises. It is expected that a report will be presented in February.

The Committee has also considered and dealt with recruitment and separation policies. All open positions are now posted and interested employees are invited to apply for them.

✓ Copy for Mr. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

May 27, 1948

Mr. Juan Trippe
Pan American Airways System
135 East 42 Street
New York 17, New York

Dear Mr. Trippe:

A special meeting of the Board of Trustees of the Institute of International Education will be held on Tuesday, June 29, 1948, in the Carpenter Suite of the Waldorf Astoria Hotel in New York. The meeting will commence at 6:30 P.M. and be in session until 7 P.M. when dinner will be served. Adjournment is expected not much later than 10 P.M. The minutes of the Board meeting held on March 29, 1948, and other documentation will be circulated in the near future.

We hope that a full attendance of Trustees will be possible. It will be our pleasure at this meeting to welcome the new members who recently have consented to serve on the Board.

May we have your reply on the enclosed postal card?

Sincerely yours,

Edward R. Murrow
Chairman of the Board

Enclosure
BT

INSTITUTE OF INTERNATIONAL EDUCATION
2 West 45th Street, New York 19, N.Y.

May 27, 1948

The Institute of International Education announces the appointment of a National Selection Committee for the selection and recommendation of student candidates for United States Government grants under Public Law 584, Seventy-ninth Congress, known as the "Fulbright Act". Approved August 1, 1946, this Act sets aside funds from the sale of surplus property abroad for the purpose of educational exchanges.

Members of the National Selection Committee are Chairman, Dr. George N. Shuster, President of Hunter College, New York City; Miss Martha B. Lucas, President of Sweet Briar College, Sweet Briar, Virginia; Dr. Raymond B. Allen, President of the University of Washington, Seattle, Washington; Dr. Hugh Stott Taylor, Dean of the Graduate School, Princeton University, Princeton, New Jersey; Dr. David Harrison Stevens, Director of the Division for the Humanities, Rockefeller Foundation, New York City; Dr. Henry Allen Moe, Secretary-General of the Guggenheim Foundation, New York City; and Mr. Whitney H. Shepardson, Director of the British Dominions and Colonies Fund of the Carnegie Corporation of New York. This Committee will make the preliminary selection of candidates on the graduate student level. Final decision and award will be made by the President's Board of Foreign Scholarships.

The Fulbright Scholarship Program is now operative in China and Burma. Executive agreements with other countries throughout the world for the establishment of United States Educational Foundations in those countries, as provided for in the Fulbright Act, are in the process of negotiation. At the first meeting of the National Selection Committee, which is slated to take place on June 7, American candidates will be recommended for scholarships in China and Burma.

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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LAURENCE DUGGAN, A.B.
DIRECTOR

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JAMES M. NICELY
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PHILIP REED
LELAND REX ROBINSON
G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

May 26, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

Although you were out of the city, I just talked with Mr. Bradford about the Institute. He has agreed to attend a small meeting at the Institute office on Thursday, June 3, at 3 P.M. We are asking in addition to yourself, Messrs. Nicely, Reed, Packard, Seymour, L. Duggan, and Mrs. Lewisohn. I certainly hope you can be here.

I find that there are other matters I had hoped to settle with you before Larry returns. These are rather immediate problems in view of the desirable reorganization of the Board. I am listing them seriatim to expedite your decisions:

1. Were you able to make any progress with Josephs on the Chairmanship or as a member of the Board?

2. Any developments on Spyrous Skouras as a member of the Board?

3. What about the designation of Robinson for the Auditing Committee in order to help us close the books and get the financial picture reorganized for the new fiscal year, as requested in Larry's letter of May 10?

4. Will you sign the invitations to the June 29 Board meeting which we have prepared for you?

Sincerely,

Don

Donald J. Shank
Vice-President

Enclosures

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
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EDGAR J. FISHER, Ph.D.
ASSISTANT DIRECTOR

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G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

May 18, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Here is a copy of the first run of the Foundation Memorandum. We shall welcome your comments.

We expect to make some improvements in certain of the appendix stencils. In order to have copies reach Mr. Duggan in time for appointments in the West, we had to use one or two which did not entirely meet with our approval.

Sincerely yours,

Don Shank

Donald J. Shank
Vice-President

✓ Copy for Mr. Murrow's file

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

May 18, 1948

President George D. Stoddard
University of Illinois
Urbana, Illinois

Dear President Stoddard:

You of course know of the Institute of International Education. Founded after the first World War, it quickly grew to become the clearing house in the administration of student and scholar exchange between the United States and other countries. It emerged from the second World War with a greatly enlarged responsibility, in part because our Government had asked it to administer the Government's student exchange program and in part because many persons and organizations and foreign governments had requested it to assist in the same manner. It today is the recognized focal point. This is clearly demonstrated by the request of the Board of Foreign Scholarships that the Institute handle the student grant program under the Fulbright Act, an operation which over the next twenty years may result in the disbursement of scholarships totaling $100,000,000.

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On behalf of the Board of Directors of the Institute, I take pleasure in inviting you to become a member of this Board. Dean Carman has made me very happy by already telling me that you would be willing to serve. This is good news indeed. I feel certain that you will find membership on our Board interesting, important and enjoyable. The Board meets three times a year. The duties are not heavy but each trustee has at least one committee assignment and is, of course, expected to be ready to advise on matters within his, or her, competence from time to time.

Sincerely yours,

Edward R. Murrow
Chairman of the Board

C O P Y

UNIVERSITY OF ILLINOIS

URBANA, ILLINOIS

May 10, 1948

Dean Harry J. Carman
Columbia College
Columbia University
New York 27, New York

Dear Dean Carman:

I share your view as to the distinguished accomplishments of the International Institute of Education under Dr. Stephen Duggan and I have full confidence in Laurence. I should be happy to serve with you and your colleagues on the Board.

With personal greetings, I am

Sincerely yours,

(signed) George D. Stoddard
President

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

May 18, 1948

Mr. F. A. O. Schwarz
15 Broad Street
New York, N. Y.

Dear Mr. Schwarz:

Mr. James M. Nicely has told me of his conversation with you concerning the desire of the Board of Trustees of the Institute of International Education to invite you to join the Board as a new member. It was disappointing news to learn that you feel it necessary at this time to decline the invitation. May I, on behalf of the Board of Trustees, express deep appreciation for the consideration which you have given the matter.

Sincerely yours,

Edward R. Murrow
Chairman of the Board

Copy for Mr. Murrow's file
Copy for Mr. Duggan - California

Mr. Nicely telephoned this news 5-17-48 and advised that we accept Mr. Schwarz's decision without further pressure.
B. Trinks

Arthur W. Packard

May 13, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

The attached letter to Dodds speaks for itself. In the packet of carbon copies which came from Larry there was also a copy of his letter to you about the Auditing Committee.

Frankly, I don't see Robinson for the job when I consider the years during which he was Treasurer of the organization and failed to make any contribution of a critical or constructive character with respect to the methods or procedures of financial reporting and auditing.

I think Nicely is out because it hardly makes sense to appoint the Treasurer to the Auditing Committee. I think what the situation needs is a fresh point of view. It is too bad that Hayes turned us down for trusteeship. I wish somehow we could take another crack at him through a different approach.

Perhaps the appointee to be named for the Auditing Committee could be drawn from some of the newly elected Trustees. Thus far I have seen no list of those who were propositioned as a result of the last meeting and of those who accepted and those who declined. I wonder what is the basis of Larry's thought that we couldn't get Reed. Perhaps Lindsay Bradford would do it.

Where do we go from here on the Chairman? How about Frank Fackenthal?

Sincerely yours,

Arthur W. Packard

May 13, 1948

Dr. Harold W. Dodds
Princeton University
Princeton, New Jersey

Dear Dr. Dodds:

Devereux Josephs told me of his conversation with you about the Institute of International Education, and I was just on the point of writing you to place myself at your service and convenience if I could in any way be of help or throw light on any questions you might have when I received from Laurence Duggan a copy of your letter of May 11 to him.

I can appreciate the problem that the invitation presented to you, and I do realize that you gave it thoughtful and thorough consideration in relation to your other responsibilities. The purpose of this letter, therefore, is not to press you to reconsideration of the matter but to say how very sorry I am that you do not seem to see your way clear to accept the invitation. I know that all of the other Board members will feel the same way. I could wish that I might still have an opportunity to make an estimate of the situation with you.

Very sincerely,

Arthur W. Packard

C
O
P
Y

PRINCETON UNIVERSITY
Princeton, New Jersey

President's Room

May 11, 1948

Dear Mr. Duggan:

I have taken a long time, too long, to give you my decision to your flattering invitation to become Chairman of the Board of Trustees of the Institute of International Education. I know that this delay must have been embarrassing to you. My excuse for it is that the honor and opportunity appealed to me as something that I ought to accept if I possibly could. I have therefore been wrestling with my conscience and this is always exhausting work.

After our talk Friday I came home and sat down and thought about what is ahead for next year. When I really seriously reviewed what is before us at Princeton and considered the limitations of my own strength, I reluctantly concluded that it would be unfair to my colleagues here and to the Institute to accept.

I don't know what the duties of the Chairman of the Board will be, but I did not view it as merely a letterhead office, nor do I think that you want merely a letterhead official, although I do not mean to intimate that I consider my name of any value on any letterhead, but the flattering invitation was a call to a degree of service in the work of the Institute. However, times are anything but normal. Our recent increase in salaries here presents us with a most substantial budget deficit which will be increased by the draft and perhaps universal military training, and I just can't take on anything extra that involves continuing responsibility such as the chairmanship of the Board entails.

I have written at great length because I want you and the members of the Board, including your father who so courteously called on me, to understand that the decision was not made lightly.

Very sincerely yours,

Signed: HAROLD W. DODDS

Mr. Laurence Duggan
Institute of International Education, Inc.
2 West 45 Street
New York, New York

For the information of Mr. Murrow

PRINCETON UNIVERSITY
Princeton, New Jersey

C
O
P
Y

President's Room

May 11, 1948

My dear Miss Secretary:

I understand that Mr. Duggan will be away from the office for two or three weeks and he ought to get this news promptly. Will you please forward the following to him by telegram over my signature.

"After much wrestling of conscience have reluctantly concluded cannot accept chairmanship owing to critical days ahead for my main responsibility. Letter follows."

I shall appreciate this very much.

Sincerely yours,

Signed: HAROLD W. DODDS

Secretary to Mr. L. Duggan
Institute of International Education, Inc.
2 West 45 Street
New York, New York

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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LELAND REX ROBINSON
G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

May 10, 1948

To Ed Murrow

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Dodds is considering our offer and I think favorably. He wants to have a talk with Packard and I have posted Arthur. He expects to give me his decision this week.

Sincerely yours,

Larry

Laurence Duggan

Signed in the absence
of Mr. Duggan

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
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May 10, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

The By-Laws provide for an Auditing Committee of "one or more persons" to be appointed by the Chairman of the Board at the annual meeting.

In view of the change of the Institute's fiscal year to a July 1-June 30 basis, it becomes desirable that this Committee be appointed since one of the functions is to arrange for the annual audit and select the auditors.

We want to change auditors and have recommendations to make to the Committee.

My notes show that Arthur Packard and I put down Hayes for this assignment but as you know Hayes did not accept membership.

Arthur earlier did not think much of the idea of using Robinson for this job but in view of the urgency and the unlikelihood of getting anyone like Reed, Nicely, etc., I again suggest Robinson. It is an annual appointment and we can appoint Robinson to something else.

Sincerely yours,

Larry

Laurence Duggan

Signed in the absence
of Mr. Duggan

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

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May 7, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Seymour and I have agreed upon the following arrangements for advancing the fund-raising job while I am away.

The foundations which we will approach first are those listed in the attached enclosure.

Miss Eis is now building up information about these foundations such as their trustees, their officers and their contributions which point to an interest in our type of work.

As soon as the composition of the Nominating* Committee is decided we would appreciate your making arrangements whereby Miss Eis and Mr. Shank can call upon the members of the committee and go over with them the list of foundations we are approaching first in order to get their suggestions on strategy, introductions, etc.

If the committee can be formed within the next few days it should prove possible for Miss Eis and Mr. Shank to get around to see the five members prior to my return in late May so that I can immediately start out making the rounds as soon as I get back.

It may well be that these earlier conversations will point to the desirability of an earlier meeting of the committee. If that is the case, Mr. Shank will advise you and you can take whatever steps you think advisable. I myself am inclined to think that a meeting would be in order to discuss not only approach to other foundations but also approach to industrial concerns. Cramer has been working on a list with great industry and this should be ready soon and could be discussed.

About the text of the memorandum, Packard gave me his ideas in a long telephone conversation and Seymour and I consequently went over the last draft and decided where we would make changes. Seymour will have a

* should read "Development"

new text ready in a few days, a copy of which will be sent to you and to Packard.** Unless you or Packard have further suggestions this will be "it", at least insofar as concerns the first group of foundations.

Sincerely,

Laurence Duggan

Enclosure

** Copy already sent under separate cover.

FIRST FOUNDATIONS TO APPROACH

Marion R. Ascoli Fund

George F. Baker Charity Trust

Columbia Foundation

Davella Mills Foundation

Field Foundation

James Foundation

W. K. Kellogg Foundation

William S. Paley Foundation

Viking Fund

MEMORANDUM

May 7, 1948

To: Mr. Arthur V. Packard
Mr. Edward R. Murrow

From: Laurence Duggan

This represents the final draft of the Memorandum by Mr. Seymour. In my absence I shall be glad to have your comment forwarded to my office as soon as possible so that final steps may be taken.

May 7, 1948

Mr. Laurence Duggan
Institute of International Education, Inc.
2 West 45th Street
New York 19, N. Y.

Dear Laurence:

With the understanding that Miss Eis will see that copies are sent to Ed Murrow and Arthur Packard, I am enclosing a redraft of the foundation statement, and a draft of a suggested covering letter.

Taking into account the almost unanimous desire for tightening up the statement and making it shorter, together with the comment of Mr. Josephs that we ought to assume that foundations know something about the role of student interchange in general, I have cut out almost all of page 2 of the previous draft, and have also sought to give the draft greater typographical variation.

Moreover, page 10 provides for personalizing each statement by the insertion of the name of the particular foundation.

In the covering letter, I have tried to tell a complete story, which to any lay trustee of a foundation might be enough. This, of course, is a matter of selection, and one on which you and the others may have some views.

Incidentally, the tightening process has involved throwing out much fine prose for which one or another person has expressed some fondness. But that is inescapable in trying to streamline a statement that has gone through as many drafts as this has, and has been edited by so many different people.

Sincerely yours,

H. J. SEYMOUR

Enclosures

SUGGESTED COVERING LETTER FOR FOUNDATION STATEMENT

Immediate expansion of student interchange, under the urgent pressures of governments, universities and learned societies here and overseas, is a project which we hope will challenge your interest and support, as a time-tried educational process leading toward international understanding and good-will.

As explained more particularly by the enclosed documentation, the Institute of International Education is the universally accredited body for stimulating and processing such interchange.

For the expanded program now being pressed upon it, the Institute has the essential experience, the information, the co-operative relationships with educational institutions and societies, and the recognized status with all the public and private instrumentalities concerned. It has the core of the necessary staff, but not enough to handle the increased load.

That is the crux of the problem, and what we ask you to consider.

To play effectively the five roles involved in accelerating student interchange to the desired level (information and advice, placement and supervision, service to other organizations, increased aid on exchange of professors and lecturers, and provision of additional scholarships) the Institute's budget must be increased from a current net level of $251,000 to a level of $580,000 by 1951-52. More immediately, the Institute needs $137,000 prior to September 30, 1949.

As you will find, the Institute now has the liberal support of both the Carnegie Corporation and the Rockefeller Foundation. Their grants, in fact, virtually sustain the entire present program. For that reason, and because the Institute is serving a universal cause, we believe we should ask others to share in the solution of the emergent expansion.

The need is immediate, but the implications of the program, as in any educational measure, are necessarily long-range. We hope, therefore, that you and

your associates will feel disposed, as the Carnegie people have for many years, to support student interchange now and as a matter of long-range policy.

Our suggestion, subject to such discussion as you may desire, is that consideration be given to a grant of $ 0000 toward the $137,000 needed by September 30, 1949 ($48,000 of which is needed now), with the understanding that such a grant be reviewed later in light of the five-year requirements, as disclosed by the course of events.

We shall appreciate your early consideration of these proposals, and would heartily welcome your participation.

-o-o-o-

THE FOUNDATION STAKE IN INTERNATIONAL EDUCATION

There are three reasons, particularly at this stage in world affairs, why any foundation may be presumed to have an interest in the expanded program of the Institute of International Education:

1. Because the promotion of better international understanding, always a high aim, is so obviously of critical importance today, and in the years that lie immediately ahead.

2. Because one of the most fruitful and least costly ways to promote such understanding, and to open the way for the freedom that has its roots in open access to truth, is through the interchange of people — particularly young people at the college and university level.

3. Because the Institute of International Education, after 29 years in this special field, has the experience, the staff and the necessary relationships to expedite and to expand the active interchange of college and university students — at surprisingly low cost.

This memorandum seeks to substantiate the reasons cited above, by (1) showing what the Institute does, (2) what it is now being called upon to do, (3) what the expanded program will cost, and (4) how it is proposed to finance the program for the next five years. (In an appendix, there is other information that may be of interest.)

I. The Role of the Institute

Just as the Boxer Rebellion gave rise to student interchange with China, World War I gave birth to the Institute of International Education.

Recognizing the demand for interchange, stimulated by the broader horizons resulting from the overseas experience of the A.E.F., and recognizing too the need for long-range measures leading to better understanding, the Institute was founded in 1919 by Dr. Stephen Duggan. It is a voluntary non-profit organization, incorporated under the laws of the State of New York.

The Institute is a central service agency to stimulate and assist the interchange of students and scholars. How it does this may be summarized in a few brief paragraphs:

It provides foreign students, instructors and professors coming to the United States and our students, instructors and professors going to other countries, information about where they can study or teach, what courses are given, what the academic requirements are, what the costs are, and essential data on housing, transportation, visas, government regulations, etc.

It stimulates colleges and universities and a host of private organizations to provide scholarship funds for foreign students, and provides these donors with complete applications of qualified foreign students sponsored by responsible co-operating groups abroad.

It assists in the establishment of summer schools abroad especially suited to the needs of the American student and selects students for some, and it does the same for foreign students in the United States.

It guides the Junior Year Abroad Groups.

It provides a threshold orientation conference in September for its foreign scholarship students.

Its "baedekers" guide the student abroad and in the United States, and its News Bulletin bids fair to become the indispensable professional journal of this field.

It conducts an annual conference in the United States of college and university administrators concerned with student exchange.

It provides an information and consultative service for foreign student advisors on such diverse problems as immigration, alien registration, taxation, shipping, etc.

It helps our professors going abroad to get in touch with their foreign colleagues. It does the same for foreign professors coming here and arranges conferences and lectures for them at our colleges and universities.

It has a series of publications which are veritable aid kits to all those concerned with international education.

It has a small program to develop on-the-job training, which was revived during the war and is now so sought after by young men of foreign lands who want to learn our industrial techniques.

Policy, of course, is determined by a representative group of trustees. (See appendix.) Execution of policy and program is in the hands of a staff of 65 persons, most of whom are at Two West 45th Street, New York. There is, however, a branch

office in Washington, at 1530 P Street, N. W., for liaison with United States and foreign government agencies.

The entire organization, it should be said at this point, has been reevaluated and redesigned during 1947 and the early months of 1948, both to insure a smoothly-functioning machine for the larger and more complex tasks that lie ahead and to bring fresh and influential lay leadership into the affairs of the board of trustees. By-laws, functions, staff, and the very layout of the New York offices have all been revised and re-adapted.

Functionally, if not financially, the Institute is now ready for effective operation in a broader field.

The Institute's Record

Since its inception, the Institute has effected the interchange of 8,868 persons on scholarships and fellowships, the cash value of which has been approximately $6,190,000*. The colleges and universities made the big contributions here, as the Institute itself has never had scholarship funds of its own. Its role was to initiate, to guide, and to serve.

A fair proportion of these scholarships was arranged on a reciprocal basis — that is, an institution here would offer a full scholarship covering tuition, room and board, if a particular foreign country would do likewise. Indeed, the Institute developed its scholarship work through this reciprocal exchange arrangement and is the only institution with experience in direct exchange methods. The first arrangement was with Czechoslovakia in 1922-1923 and was followed by similar exchanges with other European countries. In time, they existed with Austria, France, Germany,

*This is to be compared with 411 fellows sponsored in 16 years by the Commonwealth Fund, 8,000 scholarships of the Rockefeller Foundation in 30 years, and 1,126 Americans sent to England in 40 years as scholars under the Rhodes Trust.

Hungary, Italy, the Netherlands and Switzerland. Until the outbreak of war in 1939, the bulk of the Institute's scholarship work was with these countries.

Since 1919, the Institute has organized lecture circuits for 309 scholars and men of affairs from foreign countries. These speakers have come from 35 countries and they have spoken to 8,710 different audiences from one end of the country to the other.

> They included Arnold Toynbee, Hugh Dalton and Walter de la Mare from Great Britain, Andre Siegfried and Andre Philip from France, Count Sforza from Italy, Karl Polanyi from Hungary, Hans Kohn from Germany, Stefan Osusky from Czechoslovakia, and Isabel de Palencia from Spain. And it is a fair conclusion that this has happily worked both ways, in that these lecturers must have learned about us while we were learning from them.

Another measure of the Institute's activity is the volume of its correspondence; 30,000 letters in 1947, requesting information and advice, and the inflow is currently running at the rate of 35,000 such letters. Every week now also brings an average of 1,200 telephone calls, and 210 personal visits by scholars and students.

Finally, the very processes through which the Institute functions are in themselves contributions to better cooperation and understanding; the boards and committees overseas that examine the applicants, and here at home the professional and cultural societies and 600 educational institutions that freely cooperate with the Institute's program.

Just because the Institute is available as a dynamic medium for cooperation, all of these numerous and widely scattered instrumentalities have been brought into harmonious play, toward the long-range common aim of promoting understanding by the fundamental process of education.

Here at home, it is probably fair to assert that the Institute may have justified itself by this one accomplishment alone; it has developed here the greatest cooperative venture among colleges and universities in the history of higher education in America -- voluntarily, unselfishly, and independently -- as a

practical demonstration of the role of truth in building a stable and durable society.

II. The Institute's New Task

World War II, as any informed person could easily assume, has thrust upon the Institute added responsibilities and broader opportunities for service.

History is repeating itself, and this time on a global scale.

Normal post-war pressure would have been stimulant enough, as it had been in the past. But this time, through the Fulbright Act, the Congress has directed that monies derived from the sale of surplus war materials to foreign countries are to be used both to provide funds for our students and scholars to study in certain countries and to provide travel money for foreign students to come to the United States.

The largest operation of its kind ever undertaken, it may eventually involve the expenditure of $240,000,000 for the total program. The Institute has been asked to administer that part of the program which has to do with the interchange of students, and will be paid by our Government for the cost of doing so.

The significant facts here are that the Government has freely entrusted the Institute with this important task, and is placing no burden on private philanthropy for the direct expense.

A number of foreign organizations* (private or non-governmental) have also asked the Institute to place students, specialists or trainees wherever in the United States they can obtain the best training.

Foreign governments and universities in the Netherlands, France, Sweden, Switzerland, Czechoslovakia, Hungary, Italy, Argentina, Brasil and other countries

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*For instance, Institut pour l'Encouragement de la Recherche Scientifique dans l'Industrie et l'Agriculture (IRSIA).

Brazilian National Service of Industrial Apprenticeship (SENAI).

Turkish Sugar Refineries, Inc.

have asked the Institute to set up advisory committees to examine the qualifications of American candidates for fellowships offered in those countries, and to handle all the work in the United States connected with these programs.

The upshot of all this, desirably and inevitably, is an extension of program, primarily in terms of an expansion of staff. Much of this, as will be explained later, cannot be financed by service fees alone.

Five types of post-war functions can be summarized, to illustrate the roles the Institute is now being called upon to play:

1. Information and Advice. To what American institution should a Hindu, speaking little English, and educated largely by tutors, be sent in order to study hydraulic engineering under desert conditions?

   What service should be given to a senior at Carleton College, in Minnesota, who wishes to pursue advanced studies in Byzantine art, somewhere in the Near East, but safely outside the zones of conflict in the Balkans and Palestine?

   Such problems lend themselves to no easy formulas. By the thousands, each case has its own unique problems, requiring an extensive catalog and reference service, adequate publications, and more trained staff.

2. Placement and Supervision Service. Like the student bodies in our own colleges and universities, some exchanged students are on scholarship and some are not. Of all such students, regardless of whether or not they turn to the Institute for guidance and service, probably 80 per cent are able to pay for tuition and travel expense, and yet need guidance and service in the same way any college serves all incoming freshmen. Increasingly, the Institute is being asked to help these non-scholarship students as well as those whose overseas studies must

be subsidized, and can no more logically refuse to do so than could any American university decline to serve any part of its student body. But like any such university, the Institute cannot expect to render such a service from the yield of fees alone.

There is an inescapable residual cost here that is part of the total American responsibility for advancing the cause of education. This placement service, primarily for educational institutions but also for industry, calls for accurate and complete information, experienced judgment, and an integrated framework of voluntary assistance in 45 countries.

3. Service to other organizations. The very number and variety of American academic, scientific and cultural organizations presently interested in student interchange is alone strong justification for some one coordinating body. Moreover, the Institute has been requested by our colleges and universities and over 70 cooperating organizations to perform this clearing house function. Obviously, the more agencies whose cooperation can be enlisted, the better the total job will be done. These organizations (a list of which appears in the appendix) range from commercial firms which can pay for the service to voluntary or philanthropic bodies which by the nature of things must ask the Institute to serve them free of charge.

4. Professors and Lecturers. The Institute has always been of service in the two-way interchange of visiting professors, scholars, writers, lecturers, etc.

The future opportunity here lies in the fact that many an American institution and many an institution in other lands, of the type and

in areas most needing such top-flight foreign visitors, chronically have no funds to help pay the full expense.

The Institute could profitably develop such high level interchange, if the necessary funds were available for supplementary financing.

5. Additional Scholarships. The request most frequently heard at the Institute is for scholarship funds. It comes from United States and foreign students alike. It is continuous, insistent, and increasing.

The Fulbright Act will provide generous financial aid to enable well-prepared United States students to carry on their studies in most countries of Western Europe and in some countries of Central and Eastern Europe, the Near East and the Far East.

There is nothing as yet comparable to help well-qualified foreign students to study in the United States. Government after Government which maintained students here has been obliged to cut back its program and some to eliminate totally any dollar allocations for this purpose.

These uncertainties of governmental aid in connection with bringing foreign students to the United States, and sending American students overseas, at the very time such a move would accomplish the greatest good, lend emphasis to the well-established principle that free enterprise is as desirable in education as it is in industry.

> Stability, with freedom from the strictures of governmental bureaucracy, and with security against the swings and shifts of political pressures, is perhaps the most valued attribute in the free exercise of the Institute's program.

Funds to provide scholarships, both coming and going, independent of government aid, would serve a great purpose. Certainly the need for

such scholarship aid is more acute today than any time since the end of the first World War. The foreign student population in the United States alone, which reached an all-time high of about 30,000 this academic year (1947-48), will drop sharply because of declining dollar resources unless such additional scholarship aid is forthcoming.

III. Finances and the Need

From 1923 to 1947, the Institute was financed almost entirely by the Carnegie Corporation, which since 1939 has increased its grant to the Institute from $60,000 to a present level of $150,000.

Meanwhile, in the fall of 1947, the Rockefeller Foundation also came to the support of the Institute, by making a two-year grant of $50,000 a year, terminating September 30, 1949.

The present state of affairs, therefore, is that the Institute has a current income from these two foundations in the amount of $200,000, which in turn is the major part of a current net budget of $251,000.

As the accompanying budget will show, the Institute's net requirements, including all grants and general income, but excluding fees for services, should be increased from the present level of $251,000 to an optimum level of $580,000 in 1951-52.

The operating fees, essential as they are in the extension of service, do not help carry the Institute's general financial load, any more than grants for special projects can solve the general overhead costs of a college or university.

For instance, the Institute now has six different contracts with various agencies of the United States Government for which it will receive $74,702 in fees this year. Under arrangements with private organizations such as the American Field Service, the British Summer Schools and Brasilian National Service of Industrial Apprenticeship, it will receive an additional $38,130 for carrying out

specified services. These fees pay the actual costs of the specific services rendered, and that is all.

It will be noted, incidentally, that like any personal service organization, the Institute's costs are largely for personnel -- competent and devoted people in sufficient numbers to carry the load.

> Whether the Institute can take on the additional load it is now being pressed to assume will depend, for the most part, on whether funds can be made available to attract and hold additional staff, of the calibre to meet the Institute's standards.

IV. Why Foundations are Asked to Help

Because of the long-range implications of its program, the Institute hopes that a number of foundations will feel disposed to support student interchange consistently, as a matter of long-range policy.

More immediately, however, the urgent pressures on the Institute for expanded service have created an emergency situation.

There is not time enough to wait until the general public has been educated to the point of wishing to support the program. Only among foundations, it is felt, is there to be found quickly the broad understanding essential for an immediate and sympathetic appraisal of what the Institute is now being asked to do.

For that reason, the Institute turns now to the (name of foundation), and to a few other foundations understood to have a warm interest in the role of education in the development of international understanding and good-will.

We seek a grant on these five grounds:

1. The program of the Institute, aiming for better international understanding in a way educators and statesmen are backing wholeheartedly, must surely be in accord with the fundamental aim of any foundation with a concern for humanity and peace.

2. The Institute itself is a time-tested yet newly revised organization; non-competitive, voluntary, and amply responsible.
3. The Institute enjoys the confidence of universities, scientific societies, and governments — both here and overseas.
4. A contribution to the Institute lays no one open to duplicate solicitation for the same function. No other organization is now engaged solely in effecting the interchange of students, and no other organization is in the position of the Institute, as a dynamic intermediary serving educational institutions, scientific societies, and governmental bodies — in many lands. It is literally a unique organization, now making a unique request for additional support.
5. The Institute should not depend for support on merely two or three foundations, any more than it should serve merely a few colleges and universities. The universal program, we believe, merits universal backing.

Reasons for Early Action

How far the Institute can go in meeting the mounting demands for its service depends on the solution of the immediate problem, and of the problem of the next five years.

The Institute lacks $48,000 of reaching the 1947-48 goal, and needs an additional $89,000 for 1948-1949. This is the immediate problem.

But beginning with 1949-1950, the Institute will have considerable funds to raise, even supposing that the two-year grants from the Carnegie and the Rockefeller foundations will be substantially renewed as of September 30, 1949.

The gist of it is that prior to September 30, 1949, the Institute needs net support in the amount of $137,000, and for the three years that follow will need between $_____ and $_____, depending on the amount by which the

Carnegie and Rockefeller grants may then be renewed.

Subscription Procedure

Preferably, the Institute would welcome a foundation grant covering a period of several years, so that the officers and trustees could better plan -- as they have been able to do on the Carnegie and Rockefeller grants -- how to develop program and broaden the constituency of support. Support for a shorter period, however, would be genuinely welcomed and appreciated.

Checks or securities should be made payable to "Institute of International Education, Inc." Payments on subscriptions may be made at any time in full, or at intervals convenient to the donor.

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May 6, 1948

CONFIDENTIAL

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I enclose a self-explanatory letter from Dr. Fisher in which he advises me that he is terminating his connection with the Institute on July 31, 1948. He raises a question of financial settlement. I have written Dr. Fisher that I have sent you copy of the letter and will discuss it upon my return.

Sincerely,

Larry

Laurence Duggan

cc Mr. Arthur Packard
Enclosure

Copy.

April 29, 1948

President Laurence Duggan
Institute of International Education
2 West 45th Street
New York 19, New York

Dear Mr. Duggan:

This is a difficult letter for me to write. There are certain facts which I would like to put down for the record, but I will make this communication as brief as possible. I am sending a copy, for I assume that you will wish to send it to Mr. Edward R. Murrow, the Chairman of the Board of Trustees.

The Institute's Board of Trustees held a special all-day meeting on June 25, 1947. The next morning, June 26th, you asked me to come to your office for a chat. The object of this chat was to tell me that the Board of Trustees had voted at its meeting on the preceding day, that my services at the Institute would be discontinued as of December 31, 1947. This news completely stunned and baffled me, because you and your father, as well as Mr. Edward R. Murrow and Mr. Arthur Packard in a luncheon interview which I had with them at their invitation, had all assured me in the months preceding, that there was no thought of ousting me from the Institute, in view of my twelve years of service these during which there had been at no time any complaints of inefficiency or neglect. I had always been led to believe on the contrary, and had been told, that my work gave great satisfaction. You did state that the Board of Trustees indicated a desire to deal generously with me when my connection with the Institute was severed.

On October 28, 1947, you asked me to have another chat with you. At that time, you informed me that the Board of Trustees, at its annual meeting on October 23, 1947, had voted to put me on two-thirds time beginning January 1, 1948, with a title to be fixed by you, and that this arrangement could hold until I reached the age of 65. As far as I know age limit had not previously been applied to any employee at the Institute. I have never seen a copy of the Trustee's resolution of June 25, 1947, but following my request for a written statement of the

resolution of October 23, 1947, you sent it to me promptly under date of February 5, 1948.

From the second resolution, I noted that I was to be advised that if by December 31, 1947, I had not secured other employment, then the Institute would continue my services on a two-thirds basis until I did secure other employment or until "he reaches 65". You have mentioned to me that in the interval Mr. Edward R. Murrow has inquired at times when I would leave the Institute, and I realize that you also wished to have my connection with the Institute severed. The basis for your desire in this matter, and the consequent resolutions of the Board, at a time when the activities of the Institute have been expanding, I have never been able to understand. Also, when I received a copy of the resolution of October 23, 1947, I noticed the last sentence, namely, "Furthermore, it was resolved that there be made record of the Board's appreciation of Dr. Fisher's long and devoted and helpful service to the Institute". These are words in the record, but the action imposed by the resolution is more pointed.

The particular purpose of this letter is to inform you and the Board of Trustees that I will leave the Institute of International Education as of July 31, 1948, the month of July being my month of vacation.

Inasmuch as I am dependent upon salary and do not have private means, I inquired of you, as you will recall, what arrangement would be made for the four months of free time from the Institute, in view of the two-thirds basis of my employment beginning January 1, 1948. You stated that this free time could be occupied by me at such periods as I could secure other gainful work, and did not need to be taken in four consecutive months. I was invited to participate in a seminar at the University of Kansas City from June 7th-18th inclusive, and hence accepted this invitation. For the balance of the month of June, I will according to the arrangement continue my duties at the Institute.

In view of your statement to me during our conversation on June 26, 1947, that the Board of Trustees, as mentioned above, desired to deal generously with me at the time I left the Institute, at your convenience I would be glad to discuss with you what arrangements will be made.

Sincerely yours,

E. J. F.

Edgar J. Fisher
604 Riverside Drive
New York 31, New York

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

May 6, 1948

Mrs. Sam A. Lewisohn
115 East 73 Street
New York 21, New York

Dear Margaret:

Too bad about Jean Pelletti. Let's remember her for when she returns from Europe. Thanks for your efforts in the matter.

Sincerely yours,

Laurence Duggan

cc- Mr. Murrow

For Mr. Murrow's files

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T

MOREHOUSE COLLEGE
Atlanta, Georgia

May 5, 1948

Office of the President

Dean Harry J. Carman
Columbia College
Columbia University
New York 27, New York

Dear Dean Carman:

I have your letter of May 4 in which you are inviting me to membership on the Board of the Institute of International Education. I have met young Duggan and I know something of the work of the Institute through Mr. Edgar J. Fisher. And certainly if you are interested in my being a member of the Board of Trustees of the Institute, I am very happy to accept that invitation. I appreciate the opportunity to serve if I can be of any worth.

...

Yours truly,

Signed: BENJAMIN E. MAYS
President

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

May 13, 1948

Dr. Benjamin E. Mays, President
Morehouse College
Atlanta, Georgia

Dear Dr. Mays:

You of course know of the Institute of International Education. Founded after the first World War, it quickly grew to become the clearing house in the administration of student and scholar exchange between the United States and other countries. It emerged from the second World War with a greatly enlarged responsibility, in part because our Government had asked it to administer the Government's student exchange program and in part because many persons and organizations and foreign governments had requested it to assist in the same manner. It today is the recognized focal point. This is clearly demonstrated by the request of the Board of Foreign Scholarships that the Institute handle the student grant program under the Fulbright Act, an operation which over the next twenty years may result in the disbursement of scholarships totaling $100,000,000.

With these enlarged responsibilities, the Board of Trustees decided to increase its number to make it more representative of the new fields in which it is being calledupon to work. New trustees will be added, not only from education but also from business, public life, labor and the mass media. Such a Board should be able to give the Institute the policy direction and general support that it needs as it administers an ever widening series of activities in the interchange of persons.

On behalf of the Board of Directors of the Institute, I take pleasure in inviting you to become a member of this Board. Dean Carman has made me very happy by already telling me that you would be willing to serve. This is good news, indeed. I feel certain that you will find membership on our Board interesting, important and enjoyable. The Board meets three times a year. The duties are not heavy but each trustee has at least one committee assignment and is, of course, expected to be ready to advise on matters within his, or her, competence from time to time.

Sincerely yours,

Edward R. Murrow
Chairman of the

bt

May 4, 1948

Dear Larry:

Here are a few samples of Sam Abelow's work. His horseback estimate is that we could probably tell the Institute story--about 16 or 24 pages--50,000 mailing, for somewhere around $5,000. We can talk about this later.

As ever yours,

Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York, New York

COPY

May 1, 1948

40 West 77 Street
New York,N.Y.

Dear Margaret:

I am very flattered being asked to be a member of the IIE Board, and I hate to turn you down, and I am also apologetic about being so late in doing it. I have been hesitating because I hoped I may be could, but I can't. The Poletti lives are so shaping that it looks as though I will be abroad with Charlie so much of next year that I simply cannot assume responsible jobs here in N.Y.C. I think I will even have to get out of those I am now in. Again, I'm sorry - and I thank you - and I hope to see you before I move my brood to the country for the summer.

Affectionately,

(signed) Jean Poletti

U R G E N T

April 29, 1948

MEMORANDUM

TO: Mr. Murrow, Mr. Packard, and Mr. Seymour

FROM: Laurence Duggan

Subject: Conversation with Mr. Josephs and Mr. Stevens

You may care to read over the enclosed memoranda of my conversations.

As a consequence, I am doing the following:

1. In the memorandum, omitting reference to the Carnegie and Rockefeller Foundations, except in section descriptive of finances.

2. Introducing a few minor changes in the memorandum, but nothing substantial. What I have done is designed to make the memorandum more "assertive" regarding the Institute, but frankly, I don't share Mr. Josephs' reaction.

3. Drafting a two page covering letter to go with all presentations that will hit the high points. This in line with Mr. Josephs' views. However, unless you people think it unwise, I propose to present the long statement to all foundations we approach.

Neither Mr. Josephs or Mr. Stevens ventured suggestions as to which foundations to approach first. I judge, though, that Mr. Josephs thinks some of the adolescents are better targets. (James, Baker, Sloan) Mr. Stevens' advice was "to go and try them all."

Enclosures:

Memoranda
New draft of memorandum

Memorandum of Conversation with Mr. Devereux C. Josephs
and Mr. John W. Gardner, Carnegie Corporation.

Mr. Josephs spoke very frankly and very lucidly. At the conclusion of his remarks he said that he had delivered them several times before to others and that was why they were so sharp and definite.

Mr. Josephs said that foundations might be divided into two groups - the tadpoles and the bullfrogs; all foundations go through the tadpole stage and some never emerge from it to the bullfrog stage. The tadpole stage is characterized by indecisions as to policy and the absence of a real professional staff. They are not yet certain what they want to do; frequently they go in for children diseases. Although there may be an office with an executive secretary, the executive secretary is little more than an office boy. Decisions as to utilization of money are made by the trustees, especially the donars, without much reference to the recommendations of the executive secretary. Foundations become bullfrogs when they finally know what they want to do and have a competent professional staff to recommend to the trustees good projects for attaining the purposes finally decided upon.

The mature foundations have their policies set and it is not easy to persuade them to get into a field totally unrelated from what they have been doing. For instance, the Commonwealth Fund has operated almost exclusively in the field of medicine. Even though Mr. Sheehan, the new head of the Commonwealth Fund, is looking around for many new ways to use the fund's money, the overwhelming possibility is that he will wind up by recommending its use in some field of medicine. Even when a mature foundation is ready to consider giving to a new cause or a cause slightly off its beaten track, it does not reach its decision by careful scrutiny of weighty documentation. The weighty documentation may be read by the professional staff but decisions are made by the trustees on the basis of a page or two of reading. In the Carnegie Corporation they decide more on whether the proposal falls within their orbit of interest, who is behind it, and who is going to run it, than by the analysis of a carefully elaborated presentation.

With the adolescent foundations, approach is extremely important. The people who are responsible for the decisions of these foundations react the same way as other human beings. If a person is introduced by someone whom they respect and whose favor they want and who says that the cause is a good one, they are likely to give a sympathetic hearing. If the person making the approach creates a favorable impression, the battle is practically won. It might be desirable to leave behind a letter or a page or two that will catch the fancy and to offer to furnish complete documentation. An offer of complete documentation may be made but in many cases it may never be requested although form's sake requires that it be requested in other cases.

Mr. Josephs illustrated by reference to the George F. Baker Trust, the James Foundation and the Sloan Foundation. He said that Sheridan Logan was the executive of the Baker Fund, but that the really big grants were decided upon by the trustees, most of whom were connected with the First National Bank, without consultation with Mr. Logan. What Mr. Logan recommended got "peanuts." Mr. Sloan's gift of $5,000,000. to the Cancer Fund was news to the trustees who first heard about it when they saw it in the newspapers.

Mr. Josephs said that he did not think that our presentation would bring the results that we wanted. It was too long. It could be the document left behind for those who wanted to get into the detail, but to remember that the decisions are made by trustees, not professional staff, that trustees would not read more than a page or two of any particular project.

Mr. Josephs had one other comment about our statement and his comment was shared by Mr. Gardner. He said it was "defensive." He thought there was too much laboring to prove the value of the interchange of students and of what the Institute had already done. He thought that with a few sentences we could punch home the value of exchanges and assume that everybody had heard of the Institute. If they hadn't, he said, they would not want to admit it. He thought that our tactics should be that the Institute was being pushed into taking on all sorts of new work which of course it would be glad to do if it were provided with funds.

To make the first point, he thought that we could point to the number of cabinet ministers in a particular country who had been exchange students without regard to whether they had passed through the Institute's auspices or not.

Mr. Josephs doubted the psychology in our lead and in playing up throughout the fact that the Carnegie Foundation and the Rockefeller Foundation were supporting the Institute. He said that other foundations would not care to appear in the light of riding on the coat-tails of the Rockefeller and Carnegie Foundations; on the contrary, they rather like to feel that they were cutting new trails. Moreover, he felt that no self-respecting foundation would decide to give a grant for the very same reasons which had persuaded the Carnegie and Rockefeller Foundations. Mr. Josephs thought that the way to handle this was to set forth the reason why any foundation interested in education, international affairs, etc. might want to give funds to the Institute and then rather subtly incidentally and not necessarily immediately in justaposition say that the Rockefeller and Carnegie Corporations are supporting the Institute.

Mr. Josephs made some remarks about individual foundations, which are being recorded in a separate memorandum.

Mr. Josephs said he would write a metter about the Corporation's deep interest in the Institute. It would be somewhat different than what we had suggested, but it would be satisfactory. The Corporation would always be ready to talk with prospective givers who wanted to know where the Corporation stood.

Remarks of Mr. David Stevens, Rockefeller Foundation,
on foundations to be approached.

Mr. Stevens' only specific suggestion was that we approach them all. He went over the list casually, making the most favorable sounds about the following:

Columbia Foundation

Davella Mills Foundation

Charles Hayden Foundation

W. K. Kellogg Foundation

Alfred P. Sloan Foundation

Viking Fund

Remarks of Mr. Devereaux Josephs, Carnegie Corporation, on foundations to be approached.

Mr. Josephs went over our A and B lists. He did not comment about many of the foundations.

George F. Baker Charity Trust -	See Sheridan Logan so as to have him informed and on your side and to get his ideas as to how to get at the right people in the First National Bank. The personal touch very important and if well done, would bring large results.
Commonwealth Fund -	Worth a try but doubtful whether they will depart from the medical field. See Donald Sheehan.
Grant Foundation -	Do not by-pass Perrin Galpin, but try to see Grant himself. Suggested LD invite Galpin to lunch to post him and draw him out. Thought Grant could be approached through Morris Hadley and Max Lloyd.
Charles Hayden Foundation -	Worth try but essential to see Charles Hayden.
Independent Aid, Inc. -	Suggested LD see Pickett, but that we not by-pass Mrs. Paschal (?) , of the professional staff.
Samuel H. Kress Foundation -	Samuel Kress is sick and not available but his brother can be seen. Francis Taylor, of Metropolitan Museum, good approach (IIE alumnus).
Paul Mellon -	Mrs. David Bruce (her lawyer called Sheppart?) Should be seen.
James Foundation -	Don't by-pass Carman, but as with Baker Trust, the personal approach to controlling trustees all important.
Bedford Trust -	Thought Packard would know whether worth approaching and if so, how.
Lincoln and Therese Filene Foundation, Inc.	Don't know whether any money there but thought Evans Clark would know.
Readers' Digest -	Suggested we "consult" Wallace on how to publisize what we are doing in order to get him interested. Wallace especially interested now in stimulating U.S. students going abroad.
Roy E. Lawson Fund, Inc. -	No big money but worth a try.

Mr. Josephs remarked that the crowd that "gets to" Henry Ford first will be made.

THE FOUNDATION STAKE IN INTERNATIONAL EDUCATION

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Nearly every foundation, particularly at this stage in world affairs, may be presumed to have an interest in the reasons why the expanded program of the Institute of International Education should be supported.

Briefly, these are the reasons:

1. Because the promotion of better international understanding, always a high aim, is so obviously of critical importance today, and in the years that lie immediately ahead.
2. Because one of the most fruitful and least costly ways to promote such understanding, and to open the way for the freedom that has its roots in open access to truth, is through the interchange of people -- particularly young people at the college and university level.
3. Because the Institute of International Education, after 29 years in this special field, has the experience, the staff and the necessary relationships to expedite and to expand the active interchange of college and university students -- at surprisingly low cost.

In the belief that officials of foundations will also wish to consider the Institute as a channel for furthering their own objectives and as a project meriting an appropriate grant, this memorandum seeks to substantiate the reasons cited above by (1) showing what the Institute does, (2) what it is now being called upon to do, (3) what the expanded program will cost, and (4) how it is proposed to finance the program for the next five years. (In an appendix, there is other information that may be of interest.)

First of all, however, it may be appropriate to express a few observations about the role of student interchange in promoting better international understanding.

The Role of Student Interchange

When the United States returned to China the indemnity funds incident to the Boxer Rebellion, we laid a foundation for understanding that has long withstood the severest of strains; an interchange of students that led to bringing more than 5,500 young Chinese for study at American colleges and universities.

It is not too much to say that these 5,500 Chinese are America's staunchest friends, and the most informed and understanding group in China today -- influential to a high degree in education, commerce, industry and public affairs. Bad as the situation in China is, the fact remains that this nucleus of leadership is our best and strongest tie with this critical area of the Far East.

There is a double lesson to be learned from the Boxer example, which sums up quickly the case for student interchange: first, that only by living together can people learn to understand one another, and second, that the best time for such living together is in the days of youth.

For the Chinese, the Boxer Indemnity Fund did more in developing a better understanding of the United States than all the books and lectures of that period. And only youth, all authorities agree, can bring to the task of living together the essential qualities of eagerness to learn, freedom from prejudice and stereotypes, and hope that understanding and neighborliness can really prevail.

The Role of the Institute

Just as the Boxer conflict gave rise to student interchange with China, World War I gave birth to the Institute of International Education.

Recognizing the demand for interchange, stimulated by the broader horizons resulting from the overseas experience of the A.E.F., and recognizing too the need for long-range measures leading to better understanding, the Institute was founded in 1919 by Dr. Stephen Duggan. It is a voluntary non-profit organization, incorporated under the laws of the State of New York.

The Institute is a central service agency to stimulate and assist the interchange of students and scholars. How it does this may be summarized in a few brief paragraphs:

It provides foreign students, instructors and professors coming to the United States and our students, instructors and professors going to other countries, information about where they can study or teach, what courses are given, what the academic requirements are, what the costs are, and essential data on housing, transportation, visas, government regulations, etc.

It stimulates colleges and universities and a host of private organizations to provide scholarship funds for foreign students, and provides these donors with complete applications of qualified foreign students sponsored by responsible co-operating groups abroad.

It assists in the establishment of summer schools abroad especially suited for the needs of the American student and selects students for some, and it does the same for foreign students in the United States.

It guides the Junior Year Abroad Groups.

It provides a threshold orientation conference in September for its foreign scholarship students.

Its "baedekers" guide the student abroad and in the United States, and its News Bulletin bids fair to become the indispensable professional journal of this field.

It conducts an annual conference in the United States of college and university administrators concerned with student exchange.

It provides an information and consultative service for foreign student advisors on such diverse problems as immigration, alien registration, taxation, shipping, etc.

It helps our professors going abroad to get in touch with their foreign colleagues. It does the same for foreign professors coming here and arranges conferences and lectures for them at our colleges and universities.

It has a series of publications which are veritable aid kits to all those concerned with international education.

It has a small program to develop on-the-job training, which was revived during the war and is now so sought after by young men of foreign lands who want to learn our industrial techniques.

Policy, of course, is determined by a representative group of trustees. (See appendix.) Execution of policy and program is in the hands of a staff of 65 persons, most of whom are at 2 West 45 Street, New York. There is, however, a branch office in Washington, at 1530 P Street, N.W., for liaison with United States and foreign government agencies.

The entire organization, it should be said at this point, has been reevaluated and redesigned during 1947 and the early months of 1948, both to insure a smoothly-functioning machine for the larger and more complex tasks that lie ahead and to bring fresh and influential lay leadership into the affairs of the board of trustees. By-laws, functions, staff, and the very layout of the New York offices have all been revised and re-adapted.

Functionally, if not financially, the Institute is now ready for effective operation in a broader field.

The Institute's Record

Since its inception, the Institute has effected the interchange of 8,868 persons on scholarships and fellowships, the cash value of which has been approximately $6,190,000.* The colleges and universities made the big contribution here, as the Institute itself has never had scholarship funds of its own. Its role was to initiate, to guide, and to serve.

A fair proportion of these scholarships was arranged on a reciprocal basis -- that is, an institution here would offer a full scholarship covering tuition, room and board, if a particular foreign country would do likewise. Indeed, the Institute developed its scholarship work through this reciprocal exchange arrangement and is the only institution with experience in direct

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*This is to be compared with 411 fellows sponsored in 16 years by the Commonwealth Fund, 8,000 scholarships of the Rockefeller Foundation in 30 years, and 1,126 Americans sent to England in 40 years as scholars under the Rhodes Trust.

exchange methods. The first arrangement was with Czechoslovakia in 1922-1923 and was followed by similar exchanges with other European countries. In time, they existed with Austria, France, Germany, Hungary, Italy, the Netherlands and Switzerland. Until the outbreak of war in 1939, the bulk of the Institute's scholarship work was with these countries.

Since 1919, the Institute has organized lecture circuits for 309 scholars and men of affairs from foreign countries. These speakers have come from 35 countries and they have spoken to 8,710 different audiences from one end of the country to the other.

They included Arnold Toynbee, Hugh Dalton and Walter de la Mare from Great Bfitain, Andre Siegfried and Andre Philip from France, Count Sforza from Italy, Karl Polanyi from Hungary, Hans Kohn from Germany, Stefan Osusky from Czechoslovakia, and Isabel de Palencia from Spain. And it is a fair conclusion that this has happily worked both ways, in that these lecturers must have learned about us while we were learning from them.

Another measure of the Institute's activity is the volume of its correspondence; 30,000 letters in 1947, requesting information and advice, and the inflow is currently running at the rate of 35,000 such letters. Every week now also brings an average of 1,200 telephone calls, and 210 personal visits by scholars and students.

Finally, the very processes through which the Institute functions are in themselves contributions to better cooperation and understanding; the boards and committees overseas that examine the applicants, and here at home the professional and cultural societies and 600 educational institutions that freely cooperate with the Institute's program.

Just because the Institute is available as a dynamic medium for cooperation, all of these numerous and widely scattered instrumentalities have been brought into harmonious play, toward the long-range common aim of promoting understanding by the fundamental process of education.

Here at home, it is probably fair to assert that the Institute may have justified itself by this one accomplishment alone; it has developed here the greatest cooperative venture among colleges and universities in the history of higher education in America -- voluntarily, unselfishly, and independently -- as a practical demonstration of the role of truth in building a stable and durable society.

The Institute's New Task

World War II, as any informed person could easily assume, has thrust upon the Institute added responsibilities and broader opportunities for service.

History is repeating itself, and this time on a global scale.

Normal post-war pressure would have been stimulant enough, as it had been in the past. But this time, through the Fulbright Act, the Congress has directed that monies derived from the sale of surplus war materials to foreign countries are to be used both to provide funds for our students and scholars to study in certain countries and to provide travel money for foreign students to come to the United States.

The largest operation of its kind ever undertaken, it may eventually involve the expenditure of $240,000,000 for the total program. The Institute has been asked to administer that part of the program which has to do with the interchange of students, and will be paid by our Government for the cost of doing so. The significant facts here are that the Government has freely entrusted the Institute with this important task, and is placing no burden on private philanthropy for the direct expense.

A number of foreign organizations* (private or non-governmental) have

*For instance, Institut pour l'Encouragement de la Recherche Scientifique dans l'Industrie et L'Agriculture (IRSIA).

Brazilian National Service of Industrial Apprenticeship (SENAI).
Turkish Sugar Refineries, Inc.

also asked the Institute to place students, specialists or trainees wherever in the United States they can obtain the best training.

Foreign governments and universities in the Netherlands, France, Sweden, Switzerland, Czechoslovakia, Hungary, Italy, Argentina, Brazil, and other countries have asked the Institute to set up advisory committees to examine the qualifications of American candidates for fellowships offered in those countries, and to handle all the work in the United States connected with these programs.

The upshot of all this, desirably and inevitably, is an extension of program, primarily in terms of an expansion of staff. Much of this, as will be explained later, cannot be financed by service fees alone.

Five types of post-war functions can be summarized, to illustrate the roles the Institute is now being called upon to play:

1. Information and Advice. To what American institution should a Hindu, speaking little English, and educated largely by tutors, be sent in order to study hydraulic engineering under desert conditions?

   What service should be given to a senior at Carleton College, in Minnesota, who wishes to pursue advanced studies in Byzantine art, somewhere in the Near East, but safely outside the zones of conflict in the Balkans and Palestine?

   Such problems lend themselves to no easy formulas. By the thousands, each case has its own unique problems, requiring an extensive catalog and reference service, adequate publications, and more trained staff.

2. Placement and Supervision Service. Like the student bodies in our own colleges and universities, some exchanged students are on scholarship and some are not. Of all such students, regardless of whether or not they turn to the Institute for guidance and service, probably 80 per cent are able to pay for tuition and travel expense,

and yet need guidance and service in the same way any college serves all incoming freshmen. Increasingly, the Institute is being asked to help these non-scholarship students as well as those whose overseas studies must be subsidized, and can no more logically refuse to do so than could any American university decline to serve any part of its student body. But like any such university, the Institute cannot expect to render such a service from the yield of fees alone. There is an inescapable residual cost here that is part of the total American responsibility for advancing the cause of education. This placement service, primarily for educational institutions but also for industry, calls for accurate and complete information, experienced judgment, and an integrated framework of voluntary assistance in 45 countries.

3. Service to other organizations. The very number and variety of American academic, scientific and cultural organizations presently interested in student interchange is alone strong justification for some one coordinating body. Moreover, the Institute has been requested by our colleges and universities and over 70 cooperating organizations to perform this clearing house function. Obviously, the more agencies whose cooperation can be enlisted, the better the total job will be done. These organizations (a list of which appears in the appendix) range from commercial firms which can pay for the service to voluntary or philanthropic bodies which by the nature of things must ask the Institute to serve them free of charge.

4. Professors and Lecturers. The Institute has always been of service in the two-way interchange of visiting professors, scholars, writers, lecturers, etc.

The future opportunity here lies in the fact that many an American institution and many an institution in other lands, of the type and

in areas most needing such top-flight foreign visitors, chronically have no funds to help pay the full expense.

The Institute could profitably develop such high level interchange, if the necessary funds were available for supplementary financing.

5. Additional Scholarships. The request most frequently heard at the Institute is for scholarship funds. It comes from United States and foreign students alike. It is continuous, insistent, and increasing. The Fulbright Act will provide generous financial aid to enable well-prepared United States students to carry on their studies in most countries of Western Europe and in some countries of Central and Eastern Europe, the Near East and the Far East.

There is nothing as yet comparable to help well-qualified foreign students to study in the United States. Government after Government which maintained students here has been obliged to cut back its program and some to eliminate totally any dollar allocations for this purpose.

These uncertainties of governmental aid in connection with bringing foreign students to the United States, and sending American students overseas, at the very times such a move would accomplish the greatest good, lend emphasis to the well-established principle that free enterprise is as desirable in education as it is in industry.

Stability, with freedom from the strictures of governmental bureaucracy, and with security against the swings and shifts of political pressures, is perhaps the most valued attribute in the free exercise of the Institute's program.

Funds to provide scholarships, both coming and going, independent of government aid, would serve a great purpose. Certainly the need for such scholarship aid is more acute today than any time since the end of the first Wrold War. The foreign student population in the United

States alone, which reached an all-time high of about 30,000 this academic year (1947-48), will drop sharply because of declining dollar resources unless such additional scholarship aid is forthcoming.

Finances and the Need

From 1923 to 1947, the Institute was financed almost entirely by the Carnegie Corporation, which since 1939 has increased its grant to the Institute from $60,000 to a present level of $150,000.

Meanwhile, in the fall of 1947, the Rockefeller Foundation also came to the support of the Institute, by making a two-year grant of $50,000 a year, terminating September 30, 1949.

The present state of affairs, therefore, is that the Institute has a current income from these two foundations in the amount of $200,000, which in turn is the major part of a current net budget of $251,000.

As the accompanying budget will show, the Institute's net requirements, including all grants and general income, but excluding fees for services, should be increased from the present level of $251,000 to an optimum level of $580,000 in 1951-52.

The operating fees, essential as they are in the extension of service, do not help carry the Institute's general financial load, any more than grants for research can solve the overhead costs of a college or university.

For instance, the Institute now has six different contracts with various agencies of the United States Government for which it will receive $74,702 in fees this year. Under arrangements with private organizations such as the American Field Service, the British Summer Schools and Brazilian National Service of Industrial Apprenticeship, it will receive an additional $38,130 for carrying out specified services. These fees pay the actual costs of the specific services rendered, and that is all.

The fact that there is here a measure of expense that cannot be allocated

to service fees is no more than consistent with the general rule applying to any substantial, non-profit educational institution. Indeed, the very existence of the Institute as a voluntary organization under our free enterprise system is at stake on this point. There can be no freedom under full subsidy. If the tree is to bloom as a private organism, the trunk itself must be preserved from public control.

Finally, on this matter of finance, it should be pointed out that the Institute is essentially a personal service organization. As such, its costs are necessarily mostly for personnel -- competent and devoted people in sufficient numbers to carry the load. Intterms of the expected load, the proposed cost appears to be modest enough, in light of the expectancy that the enlarged budget at its maximum can be expressed in terms of approximately $10 only for each individual case the Institute will handle; ranging for this average from a mere dollar or two for handling an inquiry only to some $60 for processing a placement case from start to finish -- as illustrated in an individual case history shown in the appendix.

Ten dollars a head is surely little enough to spend on such persons, bent on such missions.

Why Foundations are Asked to Help

Because of the loh-range implications of its program, the Institute hopes that a number of foundations will feel disposed to support student interchange consistently, as a matter of long-range policy.

For the immediate future, however, until the Institute has had time to develop a balanced constituency, on a broad and representative basis, the hope is that foundations in themselves will assure the major share of the funds needed quickly, in order to assure the financial stability the Institute must have in order to launch the expanded program promptly.

Accordingly, the Institute turns now to foundations, in the belief that many will be disposed to make grants to the Institute for these five reasons:

1. The program of the Institute, aiming for better international understanding in a way educators and statesmen are backing wholeheartedly, must surely be in accord with the fundamental aim of any foundation with a concern for humanity and peace, and with faith in the ultimate triumph of truth in setting men free.
2. The Institute itself is a time-tested yet newly revised organization; non-competitive, voluntary, and amply responsible.
3. The Institute enjoys the confidence of universities, scientific societies, and governments -- both here and overseas.
4. A contribution to the Institute lays no one open to duplicate solicitation for the same function. No other organization is now engaged solely in effecting the interchange of students, and no other organization is in the position of the Institute, as a dynamic intermediary serving educational institutions, scientific societies, and governmental bodies -- in many lands. It is literally a unique organization, now making a unique request for additional support.
5. The Institute should not depend for support on merely two or three foundations, any more than it should serve merely a few colleges and universities. The universal program, we believe, merits universal backing.

Reasons for Early Action

The need for additional funds is both today and tomorrow but if this need cannot be met today, tomorrow may be too late.

The Institute lacks $48,000 of reaching the 1947-48 goal, and needs an additional $89,000 for 1948-1949.

But beginning with 1949-1950, the Institute will have considerable funds to raise, even supposing that the two-year grants from the Carnegie and the Rockefeller foundations will be substantially renewed as of

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September 30, 1949. If these increased amounts are to be raised, two, three, and four years from now, the groundwork must be laid today, through obtaining a series of grants that will carry the Institute through this five-year period.

The net of it is that prior to September 30, 1949, the Institute needs net support in the amount of $137,000 and for the three years that follow will need between $_____ and $_____ , depending on the amount by which the Carnegie and Rockefeller grants may then be renewed.

Subscription Procedure

Preferably, of course, the Institute would welcome a foundation grant covering a period of several years, so that the officers and trustees could better plan -- as they have been able to do on the Carnegie and Rockefeller grants -- how to develop program and broaden the constituency of support. Support on any terms, however, at this crucial juncture, would be genuinely welcomed and appreciated.

Checks or securities should be made payable to "Institute of International Education, Inc." Payments on subscriptions may be made at any time in full, or at intervals convenient to the donor.

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(The officers and trustees of the Institute will be glad to consult personally with foundation executives; for further discussion of questions arising from this memorandum and its appendices, or for the consideration of specific needs or projects which any foundation may wish to support.)

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HARPER & BROTHERS
49 East 33rd Street
New York 16, N.Y.

April 27, 1948

Mr. Edward R. Murrow
Chairman of the Board
Institute of International Education
2 West 45th Street
New York 19, New York

Dear Mr. Murrow:

This is to acknowledge your letter of April 13 informing me of my election to the Board of Trustees of the Institute of International Education.

I am honored to serve in this capacity and will do all I can to facilitate the labors of the Board.

Cordially yours,

(signed) ORDWAY TEAD
Editor, Social & Economic Books

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1000 Park Avenue
New York 28, New York

April 15, 1948

My dear Mr. Murrow:

Thank you very much for your letter inviting me to serve on the Board of the Institute of International Education. As I explained to Mrs. Lewisohn, I am already so involved that I have very little time to give to any further service, but I am so deeply interested in the whole program of exchange of students that I am glad to be of whatever service I can.

I therefore accept your invitation and shall consider it an honor to serve with you in this work that is so particularly important at this moment in history.

Yours very sincerely,

(signed) Elisabeth Luce Moore

(Mrs. Maurice T. Moore)

Mr. Edward R. Murrow
Chairman of the Board
Institute of International Education
2 West 45 Street, New York City 19

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University of Florida

Gainesville

April 19, 1948

Dear Mr. Murrow:

I am indeed honored to receive your formal notification of my election to the Board of Trustees of the Institute of International Education. My good friend, Leland Rex Robinson, had already apprised me that I was being considered for this Board. I am most happy to accept. I shall be pleased to have notices of the meetings some time in advance and shall make every possible effort to be present. Naturally, I am prepared to render such service as is within my power.

Sincerely yours,

(signed) J. Hillis Miller
President

Mr. Edward R. Murrow, Chairman
Board of Trustees
Institute of International Education
2 West 45 Street
New York 19, New York

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Room 3352
120 Broadway
New York 5, N.Y.

April 14, 1948

Mr. Edward R. Murrow
Chairman of the Board
Institute of International Education
2 West 45 Street
New York 19, New York

Dear Mr. Murrow:

Moved as I am by your generous letter of April 6 and warmly as I appreciate the invitation it outlines, my judgment is that I should refrain at the moment from permitting myself to join the Board of even so distinguished an organization as the Institute until I can contrive to make myself a more serviceable member of other Boards to which I have heretofore attached myself. But, in transmitting this reluctant declination, I ought not fail to emphasize that your willingness to suggest my signing on makes me profoundly grateful and I trust you will express my genuine appreciation to the other members.

Cordially yours,

(signed) Ralph Hayes

To: Mr. Murrow
From: Mr. Duggan

MEMORANDUM

April 27, 1948

Re: INSTITUTE CASE

This draft of Mr. Seymour's embodies all of Packard's suggestions and it is to be used only with the Foundations.

4-22-48

THE FOUNDATION STAKE IN INTERNATIONAL EDUCATION.

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Nearly every foundation, particularly at this stage in world affairs, may be presumed to have an interest in the reasons why the Carnegie Corporation and the Rockefeller Foundation are each supporting the expanded program of the Institute of International Education.

Briefly, these are the reasons:

1. Because the promotion of better international understanding, always a high aim, is so obviously of critical importance today, and in the years that lie immediately ahead.
2. Because one of the most fruitful and least costly ways to promote such understanding, and to open the way for the freedom that has its roots in open access to truth, is through the interchange of people -- particularly young people at the college and university level.
3. Because the Institute of International Education, after 29 years in this special field, has the experience, the staff and the necessary relationships to expedite and to expand the active interchange of college and university students -- at surprisingly low cost.

In the belief that officials of other foundations will also wish to consider the Institute as a channel for furthering their own objectives and as a project meriting an appropriate grant, this memorandum seeks to substantiate the reasons cited above by (1) showing what the Institute does, (2) what it is now being called upon to do, (3) what the expanded program will cost, and (4) how it is proposed to finance the program for the next five years. (In an appendix, there is other information that may be of interest.)

First of all, however, it may be appropriate to express a few observations about the role of student interchange in promoting better international understanding.

The Role of Student Interchange

When the United States returned to China the indemnity funds incident to the Boxer Rebellion, we laid a foundation for understanding that has long withstood the severest of strains; an interchange of students that led to bringing more than 5,500 young Chinese for study at American colleges and universities.

It is not too much to say that these 5,500 Chinese are America's staunchest friends, and the most informed and understanding group in China today — influential to a high degree in education, commerce, industry and public affairs. Bad as the situation in China is today, the fact remains that this nucleus of leadership is our best and strongest tie with this critical area of the Far East.

There is a double principle involved in that classic example, which sums up quickly the case for student interchange: first, that only by living together can people learn to understand one another, and second, that the best time for such living together is in the days of youth.

Reading books and listening to lectures alone could never have accomplished for the Chinese what the Boxer Indemnity Fund accomplished, in its historically brief years ending in 1945. And only youth, all authorities agree, can bring to the task of living together in sympathetic understanding the essential qualities of eagerness to learn, freedom from prejudice and stereotypes, and active and eager hope that understanding and neighborliness can really prevail.

The Role of the Institute

Just as the Boxer conflict gave rise to student interchange with China, the aftermath of World War I gave birth to the Institute of International Education.

Recognizing the demand for interchange, stimulated by the broader horizons resulting from the overseas experience of the A.E.F., and recognizing too the need for long-range measures leading to better understanding, the Institute was organized in 1919 by Dr. Stephen Duggan, with the financial backing of the Carnegie Endowment for International Peace.

A voluntary non-profit organization, incorporated under the laws of the State of New York, the Institute was established as a central service agency to help the interchange of students and scholars.

How this is done may be summarized in a few brief paragraphs:

It helps foreign students, instructors and professors to come to the United States and it helps our students, instructors and professors to go to other countries. It does this by providing them information about where they can study or teach, what the requirements are, how much it costs, and essential data on transportation, visas, inoculation, etc.

It stimulates colleges and universities and a host of private organizations to provide scholarship funds for foreign students.

It is the active intermediary between such groups and qualified foreign students sponsored by responsible co-operating groups abroad.

It helps our professors going abroad to get in touch with their foreign colleagues. It does the same for foreign professors coming here and arranges conferences and lectures for them at our colleges and universities.

It assists in the establishment of summer schools abroad especially suited for the needs of the American student and selects students for some and it does the same for foreign students in the United States.

It has a small program to develop on-the-job training, which was revived during the war and is now so sought after by young men of foreign lands who want to learn our industrial techniques.

It guides the Junior Year Abroad groups.

It conducts an annual conference in the United States of college and university administrators concerned with student interchange.

It has a series of publications which are veritable aid kits to all those concerned with international education.

Its "baedekers" guide the student abroad and in the United States, and its News Bulletin bids fair to become the indispensable professional journal of this field.

Policy, of course, is determined by a representative group of trustees. (See appendix.) Execution of policy and program is in the hands of a staff of 60 persons, most of whom are at 2 West 45 Street, New York. There is, however, a branch office for the necessary liaison in Washington, at 1530 P Street, N.W.

The entire organization, it should be said at this point, has been re-evaluated and redesigned during 1947 and the early months of 1948, both to insure a smoothly-functioning machine for the larger and more complex tasks that lie ahead and to bring fresh and influential lay leadership into the affairs of the board of trustees. By-laws, functions, staff, and the very layout of the New York offices have all been revised and re-adapted.

Functionally, if not financially, the Institute is now ready for effective operation in a broader field.

The Institute's Record

Since its inception, the Institute has effected the interchange of 8,868 scholarships and fellowships, the cash value of which has been approximately $6,190,000.* The colleges and universities made the big contribution here, as the Institute itself has never had scholarship funds of its own. Its role was to initiate, to guide, and to serve.

A fair proportion of these scholarships were arranged on a reciprocal basis -- that is, an institution here would offer a full scholarship covering tuition, room and board, if a particular foreign country would do likewise. Indeed, the Institute developed its scholarship work through this reciprocal exchange arrangement. The first arrangement was with Czechoslovakia in 1922-1923 and was followed by similar exchanges with other European countries. In time, they existed with

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*This is to be compared with 411 fellows sponsored in 16 years by the Commonwealth Fund, 8,000 scholarships of the Rockefeller Foundation in 30 years, and 1,126 Americans sent to England in 40 years as scholars under the Rhodes Trust.

Austria, France, Germany, Hungary, Italy, the Netherlands and Switzerland. Until the outbreak of war in 1939, the bulk of the Institute's scholarship work was with these countries.

Since 1919, the Institute has organized lecture circuits for 309 scholars and men of affairs from foreign countries. These speakers have come from 35 countries and they have spoken to 8,710 different audiences from one end of the country to the other.

They included Arnold Toynbee, Hugh Dalton and Walter de la Mare from Great Britain, Andre Siegfried and Andre Philip from France, Count Sforza from Italy, Karl Polanyi from Hungary, Stefan Osusky from Czechoslovakia, and Isabel de Palencia from Spain. And it is a fair conclusion that this has happily worked both ways, in that these lecturers must have learned about us while we were learning from them.

Another measure of the Institute's activity is the volume of its correspondence; 30,000 letters in 1947, requesting information and advice, and a current weekly average of 673 letters. Every week now also brings an average of 1,509 telephone calls, and 210 personal visits by scholars and students.

Finally, in the matter of the record to date, it should be noted that the very processes through which the Institute functions are in themselves contributions to better cooperation and understanding; the boards and committees overseas that screen the applicants, and here at home the scientific societies and 600 educational institutions that freely cooperate with the Institute's program.

Just because the Institute is available as a dynamic medium for cooperation, all of these numerous and widely scattered instrumentalities have been brought into harmonious play, toward the long-range common aim of promoting understanding by the fundamental process of education.

Here at home, it is probably fair to assert that the Institute may have justified itself by this one accomplishment alone; it has developed here the greatest cooperative venture among colleges and universities in the history of

higher education in America -- voluntarily, unselfishly, and independently -- as a practical demonstration of the role of truth in building a stable and durable society.

The Institute's New Task

World War II, as any informed person could easily assume, has thrust upon the Institute added responsibilities and broader opportunities for service.

History is repeating itself, and this time on a global scale.

Normal post-war pressure would be stimulant enough, as it had been in the past. But this time, through the Fulbright Act, the Congress has directed that monies derived from the sale of surplus war material to foreign countries are to be used both to provide scholarships for our students to study in these countries and to provide travel money for foreign students to come to the United States.

The largest scholarship operation ever undertaken, it may involve the expenditure of $250,000,000 for the total program. The Institute has been asked to administer that part of the program which has to do with the interchange of students, and will be paid by our Government for the cost of doing so. The significant facts here are that the Government has freely intrusted the Institute with this important task, and is placing no burden on private philanthropy for the direct expense.

Belgium, Brazil and Turkey have also arranged with the Institute to guide and direct governmentally financed students who wish to come here. Similarly, a number of foreign organizations* (private or non-governmental) have asked the Institute to place students, specialists or trainees wherever in the United States they can obtain the best training.

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*For instance, Institut pour l'Encouragement de la Recherche Scientifique dans l'Industrie et l'Agriculture (IRSIA).

Brazilian National Service of Industrial Apprenticeship (SENAI).
Turkish Sugar Refineries, Inc.

Comparable American organizations calling upon the Institute for comparable services (a list of which appears in the appendix) range from commercial organizations which can pay for the service to voluntary or charitable bodies which in the nature of things must ask the Institute to serve them free of charge.

The upshot of all this, desirably and inevitably, is an extension of program, primarily in terms of an expansion of staff. Much of this, as will be explained later, cannot be financed by service fees.

Five types of post-war functions can be summarized, to illustrate the roles the Institute is now being called upon to play:

1. Information and Advice. To what American institution should a Hindu, speaking little English, and educated largely by tutors, be sent in order to study hydraulic engineering under desert conditions?
   What service should be given to a senior at Carleton College, in Minnesota, who wishes to pursue advanced studies in Byzantine art, somewhere in the Near East, but safely outside the zones of conflict in the Balkans and Palestine?
   Such problems lend themselves to no easy formulas. By the thousands, each case has its own unique problems, requiring an extensive catalog and reference service, adequate publications, and more trained staff.
2. Placement Service. Like the student bodies in our own colleges and universities, some exchanged students are on scholarship and some are not. Of all such students, regardless of whether or not they turn to the Institute for guidance and service, probably 80 per cent are able to pay for tuition and travel expense, and yet need guidance and service in the same way any college serves all incoming freshmen. Increasingly, the Institute is being asked to help these non-scholarship students as well as those whose overseas studies must be subsidized, and can no more logically refuse to do so than could any American university decline to serve any part of its student body.

But like any such university, the Institute cannot expect to render such a service from the yield of fees alone. There is an inescapable residual cost here that is part of the total American responsibility for advancing the cause of education.

This placement service, primarily for educational institutions but also for industry, calls for accurate and complete information, experienced judgment, and an integrated framework of voluntary assistance in 40 countries.

3. Service to other organizations. The very number and variety of American academic, scientific and cultural organizations presently interested in student interchange is alone strong justification for some one coordinating body. Moreover, the Institute has been requested by our colleges and universities and over 70 cooperating organizations to perform this clearing house function. Obviously, the more agencies whose cooperation can be enlisted, the better the total job will be done.

4. Professors and Lecturers. The Institute has always been of service in the two-way interchange of visiting professors, scholars, writers, lecturers, etc.

The future opportunity here lies in the fact that many an American institution and many an institution in other lands, of the type and in areas most needing such top-flight foreign visitors, chronically have no funds to help pay the full travel expense.

The Institute could profitably develop such high level interchange, if the necessary funds were available for supplementary financing.

5. Additional Scholarships. The request most frequently heard at the Institute is for scholarship funds. It comes from United States and foreign students alike. It is continuous, insistent, and increasing.

The Fulbright Act will provide generous financial aid to enable well-prepared United States students to carry on their studies in most countries of Western Europe and in some countries of Central and Eastern Europe, the Near East and the Far East.

There is nothing as yet comparable to help well-qualified foreign students to study in the United States. Government after Government which maintained students here has been obliged to cut back its program and some to eliminate totally any dollar allocations for this purpose.

These uncertainties of governmental aid in connection with bringing foreign students to the United States, and sending American students overseas, at the very time such a move would accomplish the greatest good, lend emphasis to the well-established principle that free enterprise is as desirable in education as it is in industry.

Stability, with freedom from the strictures of governmental bureaucracy, and with security against the swings and shifts of political pressures, is perhaps the most valued attribute in the free exercise of the Institute's program.

Funds to provide scholarships, both coming and going, independent of government aid, would serve a great purpose. Certainly the need for such scholarship aid is more acute today than any time since the end of the first World War. The foreign student population in the United States alone, which reached an all-time high of about 30,000 this academic year (1947-48), will drop sharply unless such additional scholarship aid is forthcoming.

Finances and the Need

From 1923 to 1947, the Institute was financed almost entirely by the Carnegie Endowment for International Peace, through the Carnegie Corporation, which since 1939 has increased its grant to the Institute from $60,000 to a present level of $150,000.

Meanwhile, in the fall of 1947, the Rockefeller Foundation also came to the support of the Institute, by making a two-year grant of $50,000 a year, terminating September 30, 1949.

The present state of affairs, therefore, is that the Institute has a current income from these two foundations in the amount of $200,000., which in turn is the major part of a current net budget of $251,000.

As the accompanying budget will show, the Institute's net requirements, including all grants and general income, but excluding fees for services, should be increased from the present level of $251,000. to an optimum level of $580,000. in 1951-52.

The operating fees, essential as they are in the extension of service, do not help carry the Institute's general financial load, any more than grants for research can solve the overhead costs of a college or university.

For instance, the Institute now has six different contracts with various agencies of the United States Government for which it will receive $74,702. in fees this year. Under arrangements with private organizations such as the American Field Service, the British Summer Schools and Brazilian National Service of Industrial Apprenticeship, it will receive an additional $38,130. for carrying out specified services. These fees pay the actual costs of the specific services rendered, and that is all.

The fact that there is here a measure of expense that cannot be allocated to service fees is no more than consistent with the general rule applying to any substantial, non-profit educational institution. Indeed, the very existence of

the Institute as a voluntary organization under our free enterprise system is at stake on this point. There can be no freedom under full subsidy. If the tree is to bloom as a private organism, the trunk itself must be preserved from public control.

Finally, on this matter of finance, it should be pointed out that the Institute is essentially a personal service organization. As such, its costs are necessarily mostly for personnel -- competent and devoted people in sufficient numbers to carry the load. In terms of the expected load, the proposed cost appears to be modest enough, in light of the expectancy that the enlarged budget at its maximum can be expressed in terms of approximately $10. only for each individual case the Institute will handle; ranging for this average from a mere dollar or two for handling an inquiry only to some $60. for processing a placement case from start to finish -- as illustrated in an individual case history shown in the appendix.

Ten dollars a head is surely little enough to spend on such persons, bent on such missions.

Why Foundations are Asked to Help

Because of the long-range implications of its program, the Institute hopes that a number of foundations will feel disposed, as the Carnegie Corporation has, to support student interchange consistently, as a matter of long-range policy.

For the immediate future, however, until the Institute has had time to develop a balanced constituency, on a broad and representative basis, the hope is that foundations in themselves will assure the major share of the funds needed quickly, in order to assure the financial stability the Institute must have in order to launch the expanded program promptly.

Accordingly, the Institute turns now to foundations, in the belief that many will be disposed to make grants to the Institute for these five reasons:

1. The program of the Institute, aiming for better international understanding in a way educators and statesmen are backing wholeheartedly, must surely be in accord with the fundamental aim of any foundation with a concern for humanity and peace, and with faith in the ultimate triumph of truth in setting men free.
2. The Institute itself is a time-tested yet newly revised organization; non-competitive, voluntary, and amply responsible.
3. The Institute may be presumed to have passed expert scrutiny, by the fact that the Carnegie Corporation and the Rockefeller Foundation have each made substantial grants, and by the added fact that it enjoys the confidence of universities, scientific societies, and governments -- both here and overseas.
4. A contribution to the Institute lays no one open to duplicate solicitation for the same function. No other organization is now engaged solely in effecting the interchange of students, and no other organization is in the position of the Institute, as a dynamic intermediary serving educational institutions, scientific societies, and governmental bodies -- in many lands. It is literally a unique organization, now making a unique request for additional support.
5. The Institute should not depend for support on merely two or three foundations, any more than it should serve merely a few colleges and universities. The universal program, we believe, merits universal backing.

Reasons for Early Action

The need for additional funds is both today and tomorrow but if this need cannot be met today, tomorrow may be too late.

The Institute lacks $48,000. of reaching the 1947-48 goal, and needs an additional $89,000. for 1948-1949.

But beginning with 1949-1950, the Institute will have considerable funds to raise, even supposing that the two-year grants from the Carnegie and the Rockefeller foundations will be substantially renewed as of September 30, 1949. If these increased amounts are to be raised, two, three and four years from now, the groundwork must be laid today, through obtaining a series of grants that will carry the Institute through this five-year period.

The net of it is that prior to September 30, 1949, the Institute needs net support in the amount of $137,000. and for the three years that follow will need between $ _____ and $_____ , depending on the amount by which the Carnegie and Rockefeller grants may then be renewed.

Subscription Procedure

Preferably, of course, the Institute would welcome a foundation grant covering a period of several years, so that the officers and trustees could better plan -- as they have been able to do on the Carnegie and Rockefeller grants -- how to develop program and broaden the constituency of support. Support on any terms, however, at this crucial juncture, would be genuinely welcomed and appreciated.

Checks or securities should be made payable to "Institute of International Education, Inc." Payments on subscriptions may be made at any time in full, or at intervals convenient to the donor.

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(The officers and trustees of the Institute will be glad to consult personally with foundation executives; for further discussion of questions arising from this memorandum and its appendices, or for the consideration of specific needs or projects which any foundation may wish to support.)

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War Department
OFFICE OF THE CHIEF OF STAFF
Washington

13 April 1948

Dear Mr. Murrow:

Your letter inviting General Eisenhower to become a member of the Board of Directors of the Institute of International Education was received just prior to the General's departure on a vacation trip. For this reason, he asked me to reply for him.

The General is grateful for your consideration and deeply appreciative of the honor the invitation conveys. However, he is unable to give an acceptance, as he feels that his new responsibilities at Columbia will absorb all of his time and attention for some time to come. Until he has had an opportunity to evaluate the requirements there, he is naturally reluctant to assume any outside responsibilities.

Thank you very much for your courtesy and kindness. I regret that this reply cannot be more favorable, but am confident that you will understand the General's position.

Sincerely yours,

(signed) Robert L. Schulz
Major, ADC
Aide to General Eisenhower

Mr. Edward R. Murrow
Chairman of the Board of Trustees
Institute of International Education
2 West 45 Street
New York 19, New York

COPY

AMERICAN BROADCASTING COMPANY
Elmer Davis
1661 Crescent Place,NW
Washington 9, D.C.

April 12, 1948

Dear Ed:

I am deeply appreciative of your invitation to join the Board of Trustees of the Institute of International Education but regret that I can not accept. I know little about international education except that I was one of its beneficiaries 35 or 40 years ago and unfortunately have no time to perform even the light duties asked of Board members.

As always,

E.D.

Elmer Davis

Mr. Edward R. Murrow, Chairman of the Board
Institute of International Education
2 West 45 Street
New York City 19

April 9, 1948

Mr. Elmer Davis
American Broadcasting Company
1661 Crescent Place, N. W.
Washington 9, D. C.

Dear Elmer:

You of course know of the Institute of International Education. Founded after the first World War, it quickly grew to become the clearing house in the administration of student and scholar exchange between the United States and other countries. It emerged from the second World War with a greatly enlarged responsibility, in part because our Government had asked it to administer the Government's student exchange program and in part because many persons and organizations and foreign governments had requested it to assist in the same manner. It today is the recognized focal point. This is clearly demonstrated by the request of the Board of Foreign Scholarships that the Institute handle the student grant program under the Fulbright Act, an operation which over the next twenty years may result in the disbursement of scholarships totaling $100,000,000.

With these enlarged responsibilities, the Board of Trustees decided to increase its number to make it more representative of the new fields in which it is being called upon to work. New trustees will be added, not only from education, but also from business, public life, labor and the mass media. Such a Board should be able to give the Institute the policy direction and general support that it needs as it administers an ever widening series of activities in the interchange of persons.

On behalf of the Board of Directors of the Institute, I take pleasure in inviting you to become a member of this Board. I feel certain that you will find membership on our Board interesting, important and enjoyable. The Board meets three times a year. The duties are not heavy but each trustee has at least one committee assignment and is, of course, expected to be ready to advise on matters within his competence from time to time.

Sincerely yours,

Edward R. Murrow
Chairman of the Board

April 9, 1948

General Dwight D. Eisenhower
War Department
Washington, D. C.

Dear General Eisenhower:

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Sincerely yours,

Edward R. Murrow
Chairman of the Board

April 9, 1948

Mr. Spyros Skouras
Twentieth Century Fox Film Corp.
444 West 56 Street
New York, N. Y.

Dear Mr. Skouras:

You of course know of the Institute of International Education. Founded after the first World War, it quickly grew to become the clearing house in the administration of student and scholar exchange between the United States and other countries. It emerged from the second World War with a greatly enlarged responsibility, in part because our Government had asked it to administer the Government's student exchange program and in part because many persons and organizations and foreign governments had requested it to assist in the same manner. It today is the recognized focal point. This is clearly demonstrated by the request of the Board of Foreign Scholarships that the Institute handle the student grant program under the Fulbright Act, an operation which over the next twenty years may result in the disbursement of scholarships totaling $100,000,000.

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Sincerely yours,

Edward R. Murrow
Chairman of the Board

April 8, 1948

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TO: Messrs. Murrow)
Packard)
Robinson)
Laurence Duggan)

Drafting Committee
Institute of International
Education

Pursuant to a conference between Mr. Laurence Duggan and Mr. Duncan, it is contemplated that the following changes will be made in the draft of the By-laws annexed to the agenda for the Trustees' Meeting of March 29, 1948, such changes being based upon authorization of the Board of Trustees of the Institute and in part upon Dr. Leland's memorandum of recent date:

1. Article II, Section 1. The number "36" may have to be changed to conform with the actual number of trustees in office a week or two from now.

2. Article II, Section 2. Change the phrase "death, resignation or age limitation" in line 2 so that it will read "death or resignation".

3. Article IV, Section 6. Strike out "or, if one-third is nine or more, nine members of the corporation,".

4. Article V, Section 3. Change the first sentence to read as follows:

> "The Chairman of the Board of Trustees shall preside at all meetings of the Executive Committee at which he is present, but in his absence the trustee designated by him as Chairman of the Executive Committee shall preside at such meetings."

5. Article VI. Change this Article to read as follows:

"Section 1. The officers of the corporation shall include a Chairman of the Board of Trustees, one or more Vice Chairmen of the Board of Trustees, a President, one

or more Vice Presidents, a Secretary and a Treasurer. The Chairman of the Board of Trustees, the Vice Chairman of the Board of Trustees, and the President shall be members of the Board of Trustees at the time of their election.

"Section 2. The Chairman of the Board of Trustees, the Vice Chairman of the Board of Trustees, the Secretary and the Treasurer shall be elected by ballot at the stated meeting of the Board of Trustees in November of each year, or, in the absence of an election at such meeting, then at an adjournment thereof, or at any other meeting of the Board of Trustees; provided that nominations for officers have been made by the Nominating Committee prior to the meeting.

"Section 3. The President shall be elected by ballot at any meeting of the Board of Trustees provided that a nomination for such office has been made by the Nominating Committee prior to the meeting.

"Section 4. The Board of Trustees at any meeting may elect one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as it may from time to time determine, upon nominations of the Chairman of the Board of Trustees and the President.

"Section 5. The Chairman of the Board of Trustees, the Vice Chairmen of the Board of Trustees, the Secretary and the Treasurer shall hold office at the pleasure of the Board of Trustees, but in no event beyond the next follow-

ing stated meeting in November of the Board of Trustees and the election and qualification of their respective successors. A vacancy in any of such offices may be filled by the Board of Trustees at any meeting held after a meeting of the Nominating Committee held for the purpose of considering a nomination for an officer to fill such vacancy.

"Section 6. All officers other than the Chairman of the Board of Trustees, the Vice Chairman of the Board of Trustees, the Secretary and the Treasurer shall hold office at the pleasure of the Board of Trustees.

"Section 7. Any offices may be combined and held by the same person, except that the same person shall not hold more than one of the offices of Chairman of the Board of Trustees, Vice Chairman of the Board of Trustees, President and Vice President, and the same person shall not hold both the offices of Secretary and Treasurer.

"Section 8. No officer or trustee shall receive any salary or other compensation from the corporation unless authorized by the concurring vote of two-thirds of the full authorized number of trustees.

"Section 9. The Chairman of the Board of Trustees, the Vice Chairman of the Board of Trustees, the Chairman of the Executive Committee and the President shall be entitled to attend all meetings of each Committee (other than the Nominating Committee) of the Corporation and to receive notice of the holding of such meetings whether

or not such officers are members of such Committees. Unless, however, they are members of such Committees, they shall not be entitled to vote at meetings of such Committees and their presence or absence shall not be counted in ascertaining whether a quorum is present.

NOTE:

Under the new language the President is nominated by the Nominating Committee but no longer is elected yearly. (He, however, serves at the pleasure of each Board.) It should also be borne in mind that §42 of the Membership Corporations Law seems to contemplate an annual meeting for the election of officers as well as directors. The failure to elect officers annually would not, however, be fatal.

There would seem to be no reason to limit the number of Vice Chairmen to two as a matter of policy but such limitation can be insert if desired.

It seemed unwise to refer continually to certain powers of the Executive Committee rather than of the Board of Trustees. The Executive Committee has all of the powers of the Board of Trustees between the meetings. This would permit action by either the Board or the Executive Committee in most situations.

Technically the law requires that salaries and compensations of all officers (as well as trustees) be approved by a two-thirds vote of the entire Board. It therefore seems wise to use the statutory language in the By-laws on this point. It does not seem necessary to refer to expenses of the officers and trustees as the Board or Executive Committee would have discretion in regard thereto.

The power of the Nominating Committee has in general not been changed except where specific provisions for nominations by others has been inserted in the case of minor officers and the Auditing Committee.

The President should be a member of the Board at the time of his election and should not merely be a member by virtue of his office as otherwise it might result in 37 trustees.

6. Article VIII. Change this Article to read as follows:

"The Vice Chairmen of the Board of Trustees shall perform such duties and have such powers as may be assigned to them by the Chairman of the Board of Trustees

with the approval of the Board of Trustees. In the absence or during the disability of the Chairman of the Board of Trustees, one of the Vice Chairmen of the Board of Trustees, designated by the Chairman of the Board of Trustees or by the Board of Trustees, shall have all the powers and perform all the duties of the Chairman of the Board of Trustees."

NOTE: This is substantially Dr. Leland's language.

7. Article IX. Strike out the words "or the Chairman of the Board of Trustees."

NOTE: Unless the President is to be designated as the chief executive officer (and the word "executive" was deleted by the Committee in one of my earlier drafts), there would seem to be no reason to make any further change in this Article. Under this Article the President has broad administrative duties and he can also receive instructions from the Executive Committee as well as the Board of Trustees. If he is to be described as the chief executive officer, it may be necessary to make changes in other Articles. The matter is one of policy rather than drafting.

8. Article X. Change this Article to read as follows:

"The Vice Presidents shall perform such administrative duties as may be assigned to them by the President and shall exercise such powers as may be authorized by the President with the approval of the Board of Trustees. In the absence or during the disability of the President, the Vice President, or if there be more than one Vice President, the Vice President designated by the President, shall, under the direction of the Board of Trustees, perform the duties of the President and exercise his powers."

NOTE: This follows Dr. Leland's suggestion except for the

reference to the Board instead of the Executive Committee. Here again the Executive Committee can act between meetings of the Board. Since Dr. Leland makes the Vice President's powers subject to the direction of the Board, I have also made his duties subject thereto.

9. Article XI. Change this Article to read as follows:

"Section 1. The Secretary shall keep the minutes of all meetings of the members of the corporation, of the Board of Trustees, and of the Executive Committee. He shall have custody of the corporate seal, shall notify trustees of their election, and shall perform such other duties as may be assigned to him by the Board of Trustees.

"Section 2. The Assistant Secretaries shall be members of the administrative staff of the corporation and shall perform such duties as may from time to time be assigned to them by the Board of Trustees, or by the President with the advice of the Secretary."

NOTE:
It seems well to mention specifically the applied right of the Board to assign duties and this does not preclude action by the Executive Committee. The word "advice" is not as much of a restriction as the word "consent" or "agreement".

10. Article XII, Section 2. Change this section to read as follows:

"The Assistant Treasurers shall be members of the administrative staff of the corporation and shall perform such duties as may from time to time be assigned to them by the Board of Trustees, or by the President with the advice of the Treasurer."

11. Article XIII, Section 1. Change the first sentence to read as follows:

"The Board of Trustees may annually elect three or more persons (one of whom shall be the Treasurer of the corporation and one or more of whom shall be members of the Board of Trustees) to constitute a Finance Committee after nominations for members of the Finance Committee have been made by the Nominating Committee."

Insert at the end of the second sentence after the words "require it," the following words "all such action to be within such limitations with respect to principles and policies as may be laid down from time to time by the Executive Committee."

12. Article XIII, Section 2. Change the second and third sentences to read as follows:

"Meetings of the Committee shall be held on the call of any member of the Committee, but the Committee shall be deemed to be in continuous session and between called meetings may act upon the concurrent vote of a majority of its members, taken by telephone or otherwise. The Committee shall elect its Chairman, who must be a trustee, and shall make such rules and regulations as from time to time it may deem proper for its own government and for the transaction of business of which it may have charge."

12a. Article XIV. Strike out the words "nominated and" in line 3.

13. Article XV. Change this Article to read as follows:

"There shall be a Nominating Committee of three

members of the Board of Trustees to be appointed at the annual meeting of the Board by the Board of Trustees, upon nomination of the Chairman of the Board of Trustees. No member of the Nominating Committee shall serve for more than three successive years in that capacity. It shall be the duty of this Committee to make timely nominations for trustees, officers and members of committees (whose nominations are not otherwise provided for) to be elected at any meeting. In making nominations for trustees, the Nominating Committee shall, among other things, give due consideration to the desirability of having some trustees who will be able to represent the various geographical areas of the United States, and the cultural, educational and professional groups, institutions and foundations, and student groups in such areas."

NOTE:
This is substantially in accord with Dr. Leland's suggestions except for the power to make certain additional nominations which power the Nominating Committee is to have according to my understanding. (See comment above.)

14. Article XVI. Change the word "seven" to the word "nine" in line 1.

15. Article XVII. Insert a colon after the words "Fulbright Act" in the second paragraph.

Strike out the words "by the Institute" in subdivision d).

Change the word "screen" to the word "examine" in the second paragraph of Section 2.

Add to it the following new section:

"Section 3. Except as otherwise provided by the Board of Trustees, the National Selection Committee with the approval of the Chairman of the Board of Trustees or the President, shall make such rules and regulations for the National Selection Committee and for the Regional Selection Committees as from time to time it may deem proper for the government of such Committees and shall file copies thereof with the Chairman of the Board and the President."

16. Article XVIII. Insert the words "establish and" ahead of the word "appoint" in the first line.

Insert the words "the members of" after the word "appoint" in the last line of Section 1.

Insert the word "such" ahead of the word "committee" in line 2 of Section 2.

17. Article XIX. Change Section 1 to read as follows if it is finally deemed desirable by the staff:

"Beginning July 1, 1948, the fiscal year of the corporation shall be the twelve month period ending on the 30th day of June each year."

Strike out the words "who shall be chosen by the Board of Trustees." in section 4.

April 8, 1948. JOHN V. DUNCAN

INSTITUTE of INTERNATIONAL EDUCATION
Incorporated
2 WEST 45TH STREET · NEW YORK 19, N. Y.
VAnderbilt 6-1471

March 31, 1948

Mr. Edward R. Murrow,
Columbia Broadcasting System, Inc.,
485 Madison Avenue,
New York, New York.

Dear Mr. Murrow:

Many thanks for picking up my brief case at the Waldorf when I was at the Board meeting. I was so loaded down with papers when I left the room that I didn't notice until later that my brief case was not among them. I am grateful to you for the trouble you took to see that it had safe keeping.

With best wishes for a successful and stimulating trip to Italy, I am,

Sincerely yours,

Harry H. Pierson
Assistant to the Director

HHP:emd

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VAnderbilt 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

BOARD OF TRUSTEES

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PHILIP REED
LELAND REX ROBINSON
G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

March 30, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

In connection with new trustees various assignments were given. You were put down to find out whether Elmer Davis, Spyros Skouras and General Eisenhower would be willing to serve on our Board. Would you be good enough to check and let me know?

I am proceeding on the basis that you will sign formal letters of invitation to those who indicate their readiness to accept.

Your radio broadcast took you away from a delightful discussion of by-laws. Leland came to the meeting armed to shoot bear. We still have some odds and ends that were left to our By-Laws Committee plus Leland to work out.

I hope that you felt the meeting went off satisfactorily.

Yours,

Laurence Duggan

1 Apr 48

For Mr. Murrow

C
O
P
Y

COLGATE UNIVERSITY ALUMNI CORPORATION
Administration Building
Hamilton, N. Y.

March 22, 1948

Dear Mr. Duggan:

This will serve to confirm our long distance telephone conversation of last Thursday afternoon, in which I advised you of my decision to remain at Colgate.

It was exceedingly difficult to arrive at this conclusion since you, Mr. Murrow and Mr. Packard had made it very clear to me that the Institute will render a very important and fundamental service in which I could have an important role.

Frankly, the prospect of living once again in the Metropolitan area influenced our thinking greatly. Were your office located in one of the smaller cities, I think we would have decided that I should cast my lot with you. I know I would have enjoyed working with you.

I appreciate greatly the time and consideration you gave to me. If you ever feel that I can be of some assistance in a volunteer capacity, please feel free to call on me.

Byron W. Shimp, who has recently associated himself with Kersting, Brown and Company, of 140 Cedar Street, fund raisers, and who resides in Pelham Manor, has the experience and qualifications for the position. I have no idea whether or not Mr. Shimp would be interested or available.

An able, personable instructor in Romance Languages, who is serving as my part time assistant, is extremely anxious to spend some time in France this and next summers to complete work for his Ph.D. in French. Like most of our young teachers, he is married and has limited resources. Do you know of any scholarship or fellowship which might be available to help such a man?

I am frankly sorry that I'll not have the opportunity to work closely with you. Once again, thank you for offering me the chance.

Best regards.

Very sincerely yours,

(signed) C. O. Miller

Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York 19, New York

E.R. Ordway Tead
W.C. Erwin Canham
W.S. Edward Barrett
A.C. Bryan Mary
A.P. Mark Starr
Michael Rose

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

March 29, 1948

REPORT OF THE NOMINATING COMMITTEE

To the Board of Trustees:

Your committee takes pleasure in submitting the following report.

1. New Trustees.

The present Board of Trustees has an authorized membership of twenty-one. There is one vacancy caused by the death of John Bassett Moore. The Board of Trustees provided for in the new By-laws is to be composed of thirty-six persons.

The Committee offers the list of sixteen persons that follows hereafter for election at this meeting.

If the new By-laws are adopted, four of the present trustees will not be eligible for reelection at the fall meeting because of the age limitation of sixty-five. There will thus be four additional trustees to be elected next fall to bring the number once again up to thirty-six.

SUGGESTED NEW TRUSTEES

EDUCATIONAL

St.D. *Dodds - President, Princeton
E.R. *Miller - President, University of Florida, Former Assistant Commissioner of Education, New York State
A.A. *Schuster - President, Hunter
M.C. *Stoddard - President, Illinois
A.C. *Sproul - President, California
W.S. *Compton - President, Washington U., St. Louis

BUSINESS

Dorothy Shaver - Head of Jordan Taylor
~~*Schlesinger - President and Managing Director of Abraham & Straus~~
M.L. *Hayes - Vice President, Coca-Cola
~~*Stanley - Counsel for Mutual Benefit Life Insurance Co.~~ Albert Bradley Head of General Motors
A.P. *Herred - President of International General Electric Company, Inc.

LAW

Healy - *Schwarz, F.A.O. - Davis, Polk

PUBLIC LIFE

Ed Murrow *Eisenhower - President, Columbia University

PRESS, RADIO, MOTION PICTURE

Ed. Murrow ~~*Gardner - Des Moines Register~~ Spyros Skouras 20th Century Fox
*Elmer Davis (Reserve)

GENERAL

Charles *Mrs. Poletti - former valuable Trustee of Vassar
M. Cook *Mrs. Henry (sister of Henry Bond) Chmn Nat'l Y WCA & Smith College Trustee
(Howell)

The Committee submits the following suggestions for officers:

Chairman	-	Dodds
Vice Chairman	-	Blanding Speech Compton
Secretary	-	Shanks (Executive Vice President of Institute)
Asst. Secretary	-	Dowd (Head, Publications Division, Institute)
Treasurer	-	Nicely
Asst. Treasurer	-	Baldinger (Institute Administrative Officer)

Brign Horde
George Shuster

The Committee submits for consideration the following list of Committee assignments:

EXECUTIVE

Packard
Carman
Lewisohn
Barrow
Nicely
Robinson

Schuster
Pelletti
Moore
Hayes
Dodds

FINANCE

Bradford
Herrod
Nicely

AUDITING

Hayes

NOMINATING

Nicely Robinson
Carman
Lewisohn

Committee on the American University Union

Duggan, L.
Schuster, George
Hyde, James H.
Buttleton, George H.
Wild, Frances H.

Crosby, Sumner McK.
Nicolson, Marjorie H.
Russell, William F.
Fisher, Edgar J.

The Committee suggests nominees for a Board of nine in the hope that the By-Laws will be amended at the meeting to provide for nine instead of seven persons. There are already nine persons on the Committee, one of whom it is suggested be dropped because of his non-attendance at meetings. All the others have been regular participants for years.

NATIONAL SELECTION BOARD

Arthur H. Compton, President, Washington University.

Charles Dollard, Vice-President, Carnegie Corporation.

David H. Stevens, Director, Division for the Humanities, Rockefeller Foundation.

Henry Allen Moe, Secretary-General, Guggenheim Foundation.

Raymond B. Allen, President, University of Washington.

Hugh Stott Taylor, Dean of the Graduate School, Princeton University.

Martha B. Lucas, President, Sweet Briar College.

Compton to be Chairman of the Committee, in accordance with the requirements of the By-Laws that the Chairman be a trustee of the Institute.

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

Yes. March 29

NOTICE

Special meeting of Board of Trustees

TIME: Monday, March 29, 1948, at 4:45 P.M. sharp.

PLACE: Waldorf Astoria Hotel, Park Avenue at 50 Street
(Carpenter Suite)

- - -

Notice is hereby given that a special meeting of the Board of Trustees of Institute of International Education, Inc., has been called to be held on Monday, March 29, 1948, at 4:45 P.M., at the Waldorf Astoria Hotel. The meeting will be called to order promptly at 4:45 P.M. and dinner will be served at 7:00 P.M. Adjournment is expected before 10:00 P.M.

This special meeting has been called in accordance with the decision of the Board at its last meeting, October 23,1947. It will act on the proposed new by-laws, elect new trustees and new officers, and hear the report on development plans. The agenda with full documentation will be sent to you tomorrow.

I hope you will make every effort to be present at this important meeting.

EDWARD R. MURROW
Chairman

Enclosure:
Return postal card.

3-17-1948

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

Proposed Agenda for Special Meeting

Board of Trustees

Monday, March 29

1. Report on action taken to amend the charter certificate.

2. By Laws

3. Report of Nominating Committee

4. Election of new trustees

5. Election of officers

6. Election of Finance Committee

7. Appointment of Nominating Committee

8. Consideration of Development plans

   a) Mr. Seymour's plan for financing the Expansion Program of the Institute.

   b) The case

   c) Authorization to the Chairman to appoint a Development Committee

9. Report of Carman's Committee on Lecturers and Professors.

2/26/48

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

March 29
Yes.
7:30

March 3, 1948

TO: The Trustees

FROM: Laurence Duggan

Subject: Special meeting of Full Board of Trustees, Monday, March 29, 1948

The agenda for this meeting includes the following:

1. Consideration of new By Laws

2. Election of new trustees and of new officers

3. Consideration of development plans

4. Report of Dean Carman's Committee on Lecturers and Professors

This is an important agenda and all trustees are urged to come. Full details will be sent in about two weeks. Please reserve the date now, - Monday, March 29, 1948.

(The hour has not been determined but probably the meeting will be scheduled for late afternoon and/or evening)

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

Time Schedule Re. Fund Raising

Meeting, Nominations Committee (Should its report be circulated in advance?)	March 1-5
Draft of By Laws mimeographed	Thursday, March 4
Report on Carman's Committee on Lecturers and Professors mimeographed	Thursday, March 4
Completion of preparation of case	Tuesday, March 16
Documentation for Special Trustees meeting mailed	Wednesday, March 17
Meeting of Board of Trustees	Monday, March 29
Completion of study of foundations to be approached	Thursday, March 25
Completion of study of industrial firms to be approached	Thursday, March 25
Documentation mailed to Development Committee	Wednesday, March 31
First meeting of Development Committee	Tuesday, April 6

2/26/48

PATTERSON, BELKNAP & WEBB
(CURTIS & BELKNAP)
ONE WALL STREET
NEW YORK 5, N.Y.

ROBERT P. PATTERSON
CHAUNCEY BELKNAP
VANDERBILT WEBB
RICHARD H. MCCANN
JOHN V. DUNCAN
WINDSOR B. PUTNAM
RICHARD G. MOSER

JAMES F. CURTIS
COUNSEL

CABLE ADDRESS
CURTISITE

March 25, 1948

Mr. Edward R. Murrow,
Columbia Broadcasting System,
485 Madison Avenue,
New York 22, N. Y.

Re: Institute of International Education

Dear Mr. Murrow:

I revised slightly the draft of the report of the Committee to Study Corporate Structure which Laurence Duggan sent to you with his letter of March 24, 1948, my revision being enclosed herewith. I have also sent enough copies to Miss Trinks so that she can mail them to the trustees after she clears with you.

I turned in on your broadcast last night so late that I heard only your last few words on grammar.

Sincerely yours,

John V. Duncan

Enclosure.

cc: Mr. Laurence Duggan

3/25/48

INSTITUTE OF INTERNATIONAL EDUCATION, INC.

REPORT OF THE COMMITTEE TO STUDY CORPORATE STRUCTURE OF THE INSTITUTE

To the Board of Trustees

The Committee reviewed the corporate structure and the by-laws of the Institute and concluded that certain changes could be made therein that would greatly strengthen the Institute, as follows:

1. Increase in the Number of Trustees

The certificate of incorporation of the Institute fixed the number of trustees at twenty-one. The Committee considered this number insufficient to provide broad geographical and functional representation. It therefore recommended that the certificate of incorporation be amended to provide for not more than fifty trustees (nor less than five), leaving the exact number to be fixed by the by-laws of the Institute. At the same time the Committee recommended that the certificate of incorporation be further amended to provide that the directors of the Institute would be specifically designated in such certificate as trustees.

A special meeting of the members of the Institute was thereupon held on March 15, 1948, at which meeting the members acted favorably upon such recommendations of the Committee and authorized the officers to file the necessary certificate with the Department of State of the State of New York so that the certificate of incorporation of the Institute would be duly amended accordingly. Copies of the minutes of such meeting of the members have been distributed to the members and trustees of the Institute within the last ten days.

In accordance with such authority the officers executed a Certificate of Change of Number and Designation of Directors pursuant to Section 30 of the Membership Corporations Law and filed it with the Department of State of the State of New York on March 16, 1948 so that the Institute is now authorized by law to have up to fifty trustees.

The Committee now recommends that the by-laws of the Institute be amended so as to fix the number of trustees at thirty-six instead of twenty-one as now provided in the present by-laws.

2. Renewal of Membership on the Board of Trustees

The desirability of making some changes from time to time in the makeup of a board of trustees to bring in new blood

and to weed out those who take little interest in the affairs of the organization is generally admitted. While the methods of accomplishing this desideratum are more difficult to agree upon, the Committee recommends two provisions for incorporation in the by-laws:

a) That the tenure of trustees be fixed at three years;

b) That no person sixty-five years or over be eligible for election or re-election.

3. Meetings of the Board of Trustees

The present by-laws call for an annual meeting and no stated meetings. The Committee believes that because of increase in the Institute's program and of plans requiring participation by the trustees that one stated meeting a year is insufficient.

The Committee accordingly recommends that there be three stated meetings a year--an annual meeting on the third Monday of November and two other stated meetings on the third Mondays of February and May.

4. Title of the Chief Administrative Officer of the Institute

The principal recommendation that the Committee has to make is a change in nomenclature.

Under the present by-laws the chief administrative officer is styled "Executive Director". The title carried on the Institute's letterhead is simply "Director" and he has been known under that title since the Institute was first established.

The Committee recommends that the chief administrative officer have the title of "President". This is more in keeping with present practices among foundations and voluntary educational organizations and would add prestige to the office.

The President of the Institute under the present by-laws is designated therein both as "President" and as "Chairman of the Board of Trustees". The Committee recommends that one title, namely, "Chairman of the Board of Trustees", be used for this office, thereby releasing the title of "President" for use as indicated above.

The Committee also recommends more careful definition of the functions to be performed by the officers of the Institute.

5. Committees of the Board of Trustees

To assist the Board in the discharge of its responsibilities the Committee suggests that there be established committees of the Board as follows:

Executive, Finance, Auditing, Nominating, American University Union, and Selection.

These recommendations, and others, are embodied in a draft of new by-laws which is respectfully submitted to the Board for its consideration. In the preparation of this draft, the Committee desires to express appreciation for the helpful assistance it has had from Mr. John V. Duncan, of the firm of Patterson, Belknap and Webb.

Edward R. Murrow, Chairman
Laurence Duggan
Arthur Packard
Leland Rex Robinson

cc Mr. Murrow

Mr. Duggan telephoned the suggestion that Donald Shank be Assistant Secretary.

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y..

March 25, 1948

TO: THE NOMINATING COMMITTEE
Mrs. Levinsohn, Dean Carman, Mr. Nicely

FROM: Edward R. Murrow

RE: Proposal - For the New Board of Trustees
For the Various Committees

For reasons that I will explain to you, Mr. Packard now feels he cannot accept the Chairmanship of the Board. At the suggestion of Mr. Duggan, Mr. Packard and myself, President Dodds of Princeton might be invited. I am enclosing herewith for your consideration a list of possible new Trustees together with motions concerning various committee appointments that must be made.

Under the proposed new by-laws, there are twenty vacancies to be filled.

Originally I had hoped to meet with you at my home for lunch on Monday. Since that is impossible for the members of the Committee, it would be appreciated if you would look over the list and telephone your suggestions to my office on Monday, March 29, at 2:30 or 3:00 P.M., prior to the meeting of the full Board at 4:45 P.M. The number is Plaza 5-2000.

Enclosed to Committee Members :
List of Suggested Trustees and Committees
Memorandum re. Appointment of a National Selection Committee for the Fulbright Program

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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LELAND REX ROBINSON
G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

March 24, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I have prepared here at home a draft of report of the Committee to Study Corporate Structure, of which I believe you are Chairman. This draft I have sent to Jack Duncan for his improvement both as to content and presentation since I didn't have any documents here at home to help me. He will forward it to you directly. If you approve, would you please have your efficient secretary let Miss Trinks in my office know. She will have it mimeographed and distributed if there is time.

Sincerely yours,

Larry

Laurence Duggan

Enclosure

Signed in the absence
of Mr. Duggan

D R A F T (To Mr. John V. Duncan - March 24, 1948)

REPORT OF THE COMMITTEE TO STUDY CORPORATE STRUCTURE OF THE INSTITUTE

To the Board of Trustees

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A special meeting of the members of the corporation was held on Monday, March 15, at which a motion was adopted authorizing that the proper legal steps be taken to effect this change (see Document 1 for the Minutes of the meeting).

(Insertion: Statement or document showing that amendment has been accepted and the change made.)

The Committee recommends that the number of trustees be increased to thirty-six.

2. Renewal of Membership on the Board of Trustees

The desirability of change of boards of trustees to bring in new blood and to weed out those who take little interest is generally admitted. The methods of accomplishing this desideratum are more difficult of agreement.

The Committee recommends two provisions for incorporation in the By-Laws.

a) That the tenure of trustees be fixed at three years;

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The Committee recommends that the chief administrative officer have the title of "President". This is more in keeping with present practices among foundations and voluntary educational organizations and would add prestige to the office.

The chairman of the corporation is also President of the Board of Trustees under the present By-Laws. The Committee recommends that the title of "Chairman" be applicable in both instances thereby releasing the title of "President" for use as indicated above.

The Committee also recommends more careful definition of the functions to be performed by the officers of the Institute.

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Edward R. Murrow, Chairman
Lawrence Duggan
Arthur Packard
Leland Rex Robinson

Institute of International Education
2 West 45 Street
New York, N. Y.

INFORMATION SHEET

No. 2 - March 24, 1948.

PROGRAM DEVELOPMENTS

1. Student Exchange with France.

We are having some hard going with the French Government over the manner of administering this exchange.

It has been a firm policy of every Franch Government since Liberation to regain France's cultural position. To this end it has greatly expanded the official cultural relations program in many different fields including the exchange of students. It wants to bring the administration of this exchange under Government control. This means that the Government itself would like to say which French students should be assigned to scholarships offered by American educational institutions -- a job which the Institute has always done.

We want to retain this responsibility, not for any narrow reason of pride, but because we believe that more French students will secure scholarships if we do the work than if the French Government tries. The Government seems loathe to understand that only about one-third of the scholarships obtained are earmarked for French students; the remaining two-thirds are obtained by "shopping around" at institutions and organizations where we know scholarship money exists, but which the French Government does not know.

So far, we have been able to ward off Government administration, but only by agreeing to "consult" the French Cultural Service in New York before acting. This is adding greatly to the work load. After a trial run this spring we can determine whether the extra work is worth the staff's effort.

2. Student Ships.

Two ships have again been made available by the Maritime Commission in response to a request of some forty organizations interested in student interchange. The request was signed by Mr. Duggan as chairman of the Negotiating Committee. We asked for three ships this year to compensate for the cut in carrying capacity from 900 to 600. These ships will carry at least 2400 students on round trips.

The ships are C4 type. Originally designed as cargo ships, they were converted to troop transports during wartime. Only minor modifications have been made. Most passengers sleep in large dormitories.

The American Friends Service Committee will again direct a shipboard educational and recreational program and the Institute again will be administratively responsible for the operation as a whole. The expenses of both organizations are met out of an orientation fee paid by each student.

The Dutch Government and the Dutch Student Organization have come to the rescue in the shipping shortage by putting ships into service that will carry 1500 students. At their request, the Institute will coordinate bookings for these ships with bookings for the U.S. student ships.

3. Discussion with the Minister of Education of the Indonesian Republic.

The Minister will send us ten to twelve applications and we will do what we can to secure scholarships for some of them next academic year.

4. Discussions with the Government of Afghanistan.

We have nineteen applications on hand but have not yet been advised by the Government whether it wants us to undertake placement on a fee basis.

5. Scholarships for Three Siamese.

We have secured scholarships for three Siamese teachers whose applications were sent us by the Siamese Government. These are the first Siamese ever to be placed by the Institute.

6. Mexican Applications.

Our Mexican Committee has sent us the best batch of scholarship applications ever received from that country.

7. Conference on International Student Exchanges.

Assistant Secretary of State, George V. Allen, has accepted our invitation to speak at the Conference to be held May 10-12 at the University of Michigan. We have issued one thousand invitations to five hundred colleges and universities, three hundred foreign student advisers and two hundred other agencies and individuals with an expected attendance of three hundred. A Columbia University doctoral student, James M. Davis, has been obtained on a part-time basis to work as Executive Secretary.

8. British Summer Schools.

More than eight hundred applications for the British Summer Schools have been received by the Institute. On March 25 and 26 a Selection Committee is meeting at the Institute to choose the 650 American students for whom places are available at the seven British universities. The members of the Committee are: Professor David Daiches, Professor Allan Nevins, Professor Herman Finer, Professor Robert C. Angell, Professor G. E. Bentley, Mr. Mervyn Pritchard and Miss Elizabeth Cooper.

INSIDE THE OFFICE

1. Space Renovation.

Following signature of the new lease in late February, the walls started tumbling down as the renovation got underway. The dust storms make work a bit grim at times and have excited several sinuses to action but business continues as usual.

2. Speeches by Staff Members.

Mr. Duggan spoke at Sweet Briar College, March 13, on the subject of "Exchange of Students -- A Path to Peace".

Dr. Fisher spoke on "Problems of Foreign Students" at the annual meeting of the National Association of Deans and Advisers of Men, which was held in Dallas, March 11-13. Enroute back to New York, Dr. Fisher spoke on March 14 at the University of Kansas City before the "Foundations of American History".

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

March 23, 1948

MEMORANDUM

TO: Messrs. Murrow and Packard
FROM: Laurence Duggan

RE: Announcement of Donald Shank's Appointment as Vice President

I am planning to make this announcement on Tuesday, March 30, for publication in the Wednesday press, March 31. This announcement will follow the special Board meeting so that it is in order to use the new title of Vice President.

Shank would like an announcement made as soon as possible to put an end to campus rumors.

Do you agree?

Institute of International Education
2 West 45 Street
New York, N. Y.

INFORMATION SHEET

No. 1 - March 22, 1948.

NOTE. By this informal news circular, which will be sent you from time to time, we will endeavor to keep you posted on what is going on here at the Institute.

1. Fulbright Student Grant Program.

Implementation of the Fulbright Act has been very slow. It was passed in August, 1946, and as yet, nineteen months after its adoption, not a person has moved.

The Fulbright Board of Foreign Scholarships was not established until August, 1947. Mr. Duggan is one of its ten members.

In October, the Board asked the Institute to undertake the screening of U. S. students, pre-Ph.D's who want to study in Fulbright countries. We agreed and drew up a plan of operation, which the Board approved.

We could not take any steps to set up machinery, however, because the Government had no funds for this purpose. Finally, in February, the Carnegie Corporation came to the rescue and gave funds to carry our administrative costs for a year, if necessary.

Even if the administrative machinery had been set up, there would have been little for it to do because it was not until late November that the first agreement was signed, with China. Since then there has been one other agreement signed, with Burma.

We have a small Fulbright Division now functioning. It handles an average of thirty letters of inquiry a day. It has developed an application blank in cooperation with the State Department and this is now being sent to inquirers about openings in China and Burma.

The Institute's job is to recommend to the Board of Foreign Scholarships students for Fulbright Award. We have decided to set up a National Selection Board of seven persons which will review applications for awards after they have received a preliminary screening by Regional Committees of five. These Regional Committees will be set up as soon as the load becomes too heavy to be carried conveniently by the New York office.

The members of the National Selection Committee are appointed by the Institute's Board of Trustees. This will be an item of business at the meeting on March 29, 1948.

As head of the Fulbright Division, David B. Wodlinger has been named, This place has been occupied on a temporary basis since October by Herschel Brickell, former Chief of the Division of International Exchange of Persons of the State Department, and Mr. Brickell will be available for advice as long as his services are needed.

Mr. Wodlinger has had thorough training in business, in economics, in social work, and in general administration. He served with UNRRA in Germany and Italy, where he made a brilliant record in especially difficult circumstances. He comes to the Institute with exceptionally fine references, and those of the staff who interviewed him were impressed with his manner and personality, as much as with his fine background and excellent record. He will take up his duties immediately.

His administrative assistant is Frances Dwight Buell. Formerly secretary of the Bureau of International Research at Harvard University and Radcliffe College, Mrs. Buell travelled widely with her husband, the late Raymond Leslie Buell, and assisted him in the preparation and publication of his books on international relations.

With the necessary clerical help, Mr. Wodlinger and Mrs. Buell will be able to carry on the work for the present.

INSTITUTE of INTERNATIONAL EDUCATION
Incorporated
2 WEST 45TH STREET · NEW YORK 19, N. Y.
VAnderbilt 6-1471

March 22,1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

Enclosed is a letter of March 19 from Mr.Duggan which we were holding for your visit to the Institute this morning. Also enclosed is copy of letter, March 17, from Dr. Robinson to Mr. Duggan regarding suggestions for new trustees, which might be helpful to you.

May I repeat that our office will be glad to be of assistance to you in getting out letters or telegrams in connection with the trustees?

Mr. Duggan asked me to let you know that Carlton Miller did not accept our offer.

I am awaiting confirmation from your office of the appointment which has been rescheduled with Mr. Josephs for 12:30 P.M. on Thursday, March 25, in his office, and hope this time is convenient for you.

Sincerely yours,

Bess N. Trinks

Secretary to the Director

Enclosures

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
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March 19, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Enclosed is a memo to the Nominating Committee with regard to the composition of the National Selection Board.

There are a few observations that I thought you should have which I didn't want to put in a memo for general circulation. These observations arise from the fact that this Board partakes of a quasi-official character. It must be as "representative" as possible. The indispensables are:

(1) Geographical coverage
(2) A Woman
(3) A Catholic

The indispensables all are present with respect to the Board of Foreign Scholarships. The members are widely chosen, geographically, and there are two women and two Catholics. They are also present in our slate with good geographical coverage, with Miss Lucas and Dean Taylor (Catholic). We do not have a negro on our Board, but our Board is 7 and the Fulbright Board is 10. I do not think we should increase our Board if we expect it to accomplish selections.

Under our proposed By-Laws, there must be at least one trustee on the Board. If this slate is adopted, that would be Compton, who would also be Chairman of the Board.

If Sproul accepts as a trustee, we might ask him to be a participant on the Board instead of Allen. He must agree to come to meetings. I like Allen for his background in medicine, for his comparative youth, and for his interest in the interchange of persons.

Moe will serve and Fosdick and Dollard agree there are good reasons why the Rockefeller and Carnegie foundations should sit on the Board.

Sincerely,

Larry

Laurence Duggan

Enclosure
cc-Mr.Packard

March 19, 1948

To: The Nominating Committee

From: Laurence Duggan

Subject: Appointment of a National Selection Board for the Fulbright Program

1. BACKGROUND

As the result of approval by the Board of Foreign Scholarships of the Institute's plan for the operation of the Fulbright Program, it now becomes necessary to name a National Selection Board.

The duties of this Board will be to screen candidates for Fulbright grants, making up panels of its selections for the consideration of the Board of Foreign Scholarships, and to advise on policies and standards for the operation of the student grant program under the Fulbright Act.

While the original plan called for the setting up of five regional committees and the eventual expansion of this number to ten, it is felt that the National Board can handle the program for the remainder of the present year, relying, of course, on the advice of qualified experts in various fields.

It was decided to keep the number of the Board to seven, since it must be a working body and since any further expansion might raise the vexing question of representation by fields or areas, which could not be satisfactorily solved without an expansion beyond all reason. It was felt that the basis of the Board should be men from the Foundations whose whole background and experience is closely related to the problem of choosing candidates for grants abroad and at home.

The other practical reason for keeping the Committee small is one of the expense of meetings.

2. QUESTION:

The earliest possible appointment of the Board is required, as the organization meeting should be held in late April or early May, if at all possible.

3. RECOMMENDATION:

That the Nominating Committee give its approval to the following slate, so that invitations may be sent out as quickly as possible:

1. CHARLES DOLLARD, Vice President Carnegie Corporation of New York
   b. Menasha, Wis., Jan. 25, 1907
   A.B. University of Wisconsin 1928, A.M. 1939, Asst. Dean 1936-38
   Capt. U.S. Army 1942-44, Lt. Col. General Staff, Deputy Director for operation, information, education division. Trustee Bennington College. Director, American Council of Race Relations

2. DAVID HARRISON STEVENS, Director Division for the Humanities, Rockefeller Foundation
   b. Berlin, Wis., Dec. 20, 1884
   A.B. Lawrence College 1906, A.M. 1910, LL.D. 1931
   A.M. Harvard 1912; Ph.D. Univ. of Chicago 1914, Asso. Dean of Faculties; Vice Pres. General Education Board 1930-38.
   Member State Dept. Office of Coordinator Inter-American Affairs
   Director Union Theological Seminary. Author.

3. HENRY ALLEN MOE, Secretary-General Guggenheim Foundation since 1924
   b. Monticello, Minn., July 2, 1894
   B.S. Hamline University 1916, L.H.D. 1929
   Rhodes Scholar, B.A. Brasenose College, Oxford, 1922, B.C.L.1923, M.A. 1933; Kenyon College L.H.D. 1941. Lawyer.

4. ARTHUR H. COMPTON, physicist
   b. Wooster, Ohio, Sept. 10, 1892
   B.S. College of Wooster, 1913, Sc.D. 1927; M.A. and Ph.D. Princeton; Sc.D. from Yale, Princeton, Harvard, Brown and other universities
   Research engineer Westinghouse Lamp Company 1917
   Professor of Physics Washington Univ., University of Chicago since 1923
   Director Metallurgical Laboratory since 1942
   Guggenheim fellow 1923-27. Research Associate Carnegie Institute since 1931. Director world cosmic ray survey. Author. Discoverer. Nobel prize for physics winner 1927.

5. RAYMOND B. ALLEN, President, University of Washington, Seattle
   b. Cathay, North Dakota, Aug. 7, 1902
   Univ. of Minnesota B.S. 1924, M.A. 1925, M.B. and M.D. 1928, Ph.D.1934
   General medical practice, Minot, N.D. Asso. Dean in charge of graduate studies College of Physicians and Surgeons, Columbia, 1934-36
   Asso. Director New York Post-Graduate Medical School and Hospital, Columbia, 1933-36. Dean Wayne Univ. College of Medicine 1936-39; Executive Dean Chicago Colleges of University of Illinois and Dean of College of Medicine 1939-1943. Fellow, Mayo Foundation 1930-33, Member, American College Physicians, New York Academy of Medicine and other medical and educational societies.

6. HUGH STOTT TAYLOR, Dean of the Graduate School, Princeton University
b. St. Helens, Lancashire, England, Feb. 6, 1890
B.Sc. Liverpool University; Sc.D. Louvain University
Came to U.S. in 1914, Professor of Chemistry, Princeton, 1922
Fellow, Royal Society, Pontifical Academy of Sciences,
Medallist Villanova College. Author. Catholic.

7. MARTHA B. LUCAS, President of Sweet Briar College
A.B. Goucher College 1933, Phi Beta Kappa, A.M. George Washington University, Ph.D. University of London, LL.D. Goucher College, Alabama College, former Dean of Radcliffe College

ALTERNATES

4. DANIEL CATTON RICH, Director of Fine Arts
b. South Bend, Ind., April 16, 1904
Ph.B University of Chicago 1926
Art Institute of Chicago, editor 1927, curator and director of fine arts since 1938
Member several State and Federal Art Commissions

5. HODDING CARTER, Publisher, The Democrat-Times, Greenville, Mississippi
Recognized as one of the outstanding liberal journalists of the South. Nieman Fellow at Harvard, Pulitzer Prize winner for editorials. Major, World War II. Author of two successful novels and "The Lower Mississippi, Rivers of America Series. Recommended by Dr. Moe on the basis of his contribution to race relations and his good judgment of people. His appointment would undoubtedly meet with the approval of the newspaper fraternity, North and South.

8. LUCY WARD STEBBINS, retired dean of women and professor of social economics
b. San Francisco, May 24, 1880
A.B. Radcliffe 1912, Litt.D. Mills College 1933
With probation department of Massachusetts State Industrial School for Girls 1903-07. District Secretary Boston Associated Charities '08-09
Professor of social economics, University of California 1912-1941.

MARY ASHBY CHEEK, President Rockford College since 1937
b. Danville, Ky., Oct. 22, 1891
A.B. Mt. Holyoke 1913, LL.D. 1937; A.M. Columbia 1922
Studied in Paris, London, Munich; Dean Kentucky College for Women 1922-23
Mt. Holyoke, Exec. Secy Board of Admissions 1923-27, Assistant Professor of History 1927-28. Member National Board Y.W.C.A., American Youth Hostels, Board of National Missions Presbyterian Church.

COPY

Leland Rex Robinson
76 Beaver St.,
New York 5, N. Y.

March 17, 1948

Mr. Laurence Duggan
Institute of International Education
2 West 45 Street
New York, N. Y.

Dear Laurence:

Your note of March 8th on the Iranian angle of the Fulbright Act is much appreciated. I shall write to the Ambassador who is now in Arizona and find what he knows about it. George Allen will probably have some first-hand information about prospects in that quarter when he takes on his new duties in the State Department.

Your suggested that I might put down in writing any recommendations which come in mind in connection with prospective new trustees. My calendar reminds me that a meeting to consider possible additions to the Board will be held on March 29th. The following names might prove worth looking into.

Ordway Tead, New York City. Mr. Tead was favorably considered last year. A number of us had in mind suggesting him as a logical candidate when new vacancies appeared. Tead, as you know, took his A.B. at Amherst College in 1912, and has LL.D. from St.Lawrence University and L.H.D. from Amherst College. He has had much experience as an industrial consultant and in personnel matters, and is now editor for economic books with Harper Brothers; also Chairman of the Board of Higher education in New York City, and is a resourceful writer.

Joseph Hillis Miller, Florida. President of the University of Florida, formerly Associate Commissioner of Education, with supervision over higher and professional education in New York State. Prior to that, President of Keuka College, Dean at Bucknell University. Approximately forty-nine years in age.

Homer Price Rainey, Texas and Missouri, President, Stephens College. Formerly President, University of Texas and Bucknell University; also Director, American Youth Commission. About forty-two years in age.

Ellis Gibbs Arnall, Georgia. Former Governor of Georgia. A.B.,University of the South; LL.D. University of Georgia. Member of Georgia Bar. Phi Beta Kappa. A forceful individual, forward looking and thinking, a leader of the South, about forty-one years in age.

David Andrew Simmons, Texas. Lawyer, former President American Bar Association. L.L.B. University of Texas. L.L.D. University of Montreal. Formerly Vice-President Inter-American Bar Association and honorary member of Canadian Bar Association.

Robert G. Sproul, California. President University of California
or
Paul Clifford Smith, California. One of the outstanding journalists of the United States and a pilitical and civic leader well-known in the "far west". Little formal education, but a living force in journalism as editor-in-chief and general manager of the San Francisco Chronicle. Wide contacts in business, labor, and military circles. Named the outstanding young man of 1942 by the Junior Chamber of Commerce of the U.S. Wide traveler at home and abroad and a vibrant personality with great talent of leadership. About forty years of age.

Ben Mark Cherrington, Colorado. Chancellor, University of Denver, formerly chief of the Division of Cultural Relations of Department of State. Extensive experience in international student work. About sixty-three years of age.

These are a few names that came to mind, primarily of people who are in other sections of the country who would presumably be available for occasional meeting of the Board of Trustees. In view of the sixty-five year retirement limit it might be unsuitable to consider Ben Cherrington.

I hope that the above names, all of whom can be checked more extensively in the 1948-49 edition of WHO'S WHO IN AMERICA just at hand, will prove an acceptable addition to the large number of people whom you must have in mind as possible recruits for an enlarged Board.

With best regards, always, I am

Sincerely yours,

(signed) Leland Rex Robinson

LRR:bt

INSTITUTE of INTERNATIONAL EDUCATION

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2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
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March 17, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I made the enclosed analysis of the Committee structure provided for in the new By-Laws. It may be of some use to the Nominating Committee.

There are other Committees which we should have. One is the Development Committee. I hope the Nominating Committee will get Bradford's acceptance promptly so that the Committee can have one meeting before the March 29 meeting.

Then we should have a Program Committee and a committee to assist in developing the Institute's public relations. Both should have on them people from outside the trustees. I see no need to establish them at once and believe it would be better to wait until we see how the Board shapes up. However, we could ask the trustees to authorize their creation and to confer upon the chairman power to appoint their membership. This would be in accord with the new By-Laws, (Article XVIII).

What do you think?

Sincerely,

Larry

Laurence Duggan

cc Mr. Arthur Packard

Enclosure

COMMITTEES

A. Provided in By-Laws

1. Executive

Number ----- 11
Composition-- trustees
Elected by ballot at annual meeting each year
Nominations required by the Nominating Committee
Chairman of Board shall be the Chairman of Executive Committee unless he designates some other member of Executive Committee to be Chairman
Secretary - no provision in By-Laws

2. Finance

Number ----- 3 or more
Composition- need not be members of the Board
Elected annually by the Board
Nominations required by the Nominating Committee
Chairman to be elected by the Committee

3. Auditing

Number ----- 1 or more
Composition-- 1 or more shall be members of the Board of Trustees
Appointed by the Chairman of the Board of Trustees

4. Nominating Committee

Number ----- 3
Composition- trustees
Appointed at the annual meeting by the Chairman of the Board
Chairman to be elected by the Committee

5. Committee on the American University Union

Number ----- 7
Composition-- 1 or more shall be trustees
Elected annually by the Board of Trustees
Nomination required by the Nominating Committee
Chairman shall be a trustee and elected by the Committee

6. National Selection Board

Number ---- 7
Composition- 1 or more shall be trustees
Elected annually by the Board of Trustees
Nominations required by the Nominating Committee
Chairman shall be a trustee and elected by the Committee

COPY

Institute of International Education
2 West 45 Street
New York 19, N.Y.

March 15, 1948

Mrs. Sam A. Lewisohn
Castle Hot Springs Hotel
Castle Hot Springs, Arizona

Dear Margaret:

Although you said I did not need to answer your letter of March 4 before you returned to New York, I think I should get some word to you on the plan of the National Association of Colleges for Teacher Education before you leave Arizona.

The clipping which you sent me carries a story which has appeared in more or less the same form in a number of papers throughout the country. It grows out of a recommendation made by Dr. Grady Gammage, President of Arizona State College, at Atlantic City, that every teachers college and university college of education take a foreign student on a scholarship providing tuition, room, and board. As far as I know, it is not correct to say that the Rockefeller Foundation is going to support this plan by providing travel for everyone of the 260 hypothetical students. I recently had a talk with Dr. Robert Havighurst at the Rockefeller Foundation, who is responsible for their German program in the humanities, and I definitely understood that the Rockefeller Foundation may give some assistance to a plan to bring German teachers to this country to be placed in some of our teacher colleges. However, the plan is nowhere near as large as indicated by the newspaper story. Dr. Havighurst has already suggested to the Association that it use the facilities of the Institute in bringing the students to this country. In other words, I am sure that the plan is much smaller than would appear at first glance and am confident that I shall certainly hear from the Association with respect to the Institute's co-operation in the program. We would, of course, gear it into our regular activities but if it were of any size at all we would have to ask the Association for some help by way of an administrative fee.

Sincerely yours,

LAURENCE DUGGAN

COPY

From ARIZONA REPUBLIC, March 4, 1948

- - -

WORLD SCHOOL PLAN STARTED

TEMPE, March 3. An international program of student and teacher education to be conducted in 260 American colleges and universities was launched at Arizona State College here today by the National Association of Teacher Education, a combination of the three leading teacher training organizations in the country.

Dr. Grady Gammage, president of the college, author of the program, announced that the Tempe school would take the lead in the international movement which will include student and faculty exchanges between the United States and colleges and universities of the world. Dr. Gammage was named chairman of the association's permanent committee for international teacher education.

MAIN PURPOSE of the plan, Dr. Gammage said, will be to promote the international exchange of student and faculty members among colleges throughout the world.

Dr. Gammage feels that if teacher trainees can be sent back to European countries with at least one year's experience as an American student, it would do much to "implement education in democracy abroad."

THE TEMPE COLLEGE is expected to be among the first to adopt a German college for exchange students.

Advisory committees for the program will be named in each college.

The Rockefeller Foundation of New York has expressed its interest in financial sponsorship of the plan, Dr. Gammage further disclosed. Cost of transportation and tuition for each student will be approximately $600 apiece.

HAROLD J. SEYMOUR

46 CEDAR STREET, NEW YORK 5, N. Y.

MEMO

March 10, 1948

To: Mr. Laurence Duggan

Here are some revised thoughts about additions to the Board of Trustees.

As a preliminary comment, I think the important thing is to seek those who have demonstrated an interest in education, those who are in a position of influence, and those who might reasonably be expected to attend meetings. Incidentally, we should think primarily of those with whom we can readily establish contact, and should also keep in mind the fact that we ought to add at least one Jew and one Catholic.

With these thoughts in mind, my suggestions are as follows:

Out

John J. McCloy, Amherst 1916, lawyer, former assistant secretary of war, and present head of the new international bank. I suggest him primarily because he has an international point of view, and should be acutely aware of the implications of the Institute's program.

?

Frank Abrams, or Eugene Holman, of the Standard Oil Company of New Jersey, primarily because this company ought to be one of our best prospects for corporate giving, and because Mr. Abrams has publicly endorsed the principle of corporate contributions. Summer

?

Winthrop W. Aldrich, or Arthur W. McCain, of the Chase National Bank. This bank is closely affiliated with the Rockefeller family, and has important interests overseas.

S. Sloan Colt, president of the Bankers Trust Company, and class of 1915 at Yale. Mr. Colt has been prominent in the American Red Cross, is a trustee of the University of Rochester, and is an intimate friend of Lindsay Bradford.

good

Morris Hadley, of the firm of Milbank, Tweed, Hope, Hadley & McCloy. He was 1916 at Yale, is president of the Russell Sage Foundation, president of the

New York Public Library, and is a trustee of both Vassar and Yale. He too is a close friend of Lindsay Bradford.

R. Keith Kane, of the firm of Cadwalader, Wickersham and Taft, and of the class of 1922 at Harvard, has recently been appointed as special adviser to President Conant, and may be presumed to have an interest in the Institute's program.

out

Thomas I. Parkinson, president of the Equitable Life Assurance Company, is a trustee of the University of Pennsylvania and of Columbia, and of both the General Education Board and the Rockefeller Foundation. He is a member of the board of the Chase National Bank, and I think he is a Catholic.

good

John and David

Nelson Rockefeller might be a logical choice in view of his interest in South America, but that would raise a policy question with Mr. Packard.

Arthur Hays Sulzberger, head of the New York Times, and member of the class of 1913 of Columbia, is a trustee of Columbia University and the Rockefeller Foundation.

Walter N. Rothschild, of Abraham & Straus, was class of 1913 at Princeton, and is connected by marriage with the Warburg family. He is a recognized national leader among the Jews, and was an effective member of the executive committee of the National War Fund.

good

Robert C. Stanley, president of the International Nickel Company, is a member of the board of Stevens Institute and a director of the Chase National Bank.

tops

Frederick Osborn, Princeton 1910, is a member of the board of the Carnegie Corporation and by vocation is interested in world affairs. He headed the final campaign of the USO in New York City.

Albert Bradley, Dartmouth 1915, is financial vice president of General Motors. While he is in Detroit much of the time, his home is in Greenwich, Conn.

Charles M. Spofford, of the firm of Davis, Polk, Wardwell, Sunderland & Kiendl, is president of the Metropolitan Opera, and was a brigadier-general during the war in the field of allied military government. He has an international point of view, is a graduate of Yale about 25 years ago, and could be reached by Lindsay Bradford through Prescott S. Bush.

Harold H. Helm, a graduate of Princeton about 30 years ago, and the new president of the Chemical Bank & Trust Company, is very much alert to opportunities for public service, and was actively identified with many New York City fund-raising campaigns during the war.

I suggested Jim Farley yesterday, not merely because he is a Catholic but because of his position in the international aspects of the Coca-Cola Company. If he were unavailable, I would suggest another vice president of the Coca-Cola Company, Ralph Hayes, who is also executive director of the New York Community Trust. Mr. Hayes was a graduate of Western Reserve University in the class of 1915 and, as Mr. Packard knows, was very active and useful in the National War Fund.

Catholic?

good

-o-o-o-

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

March 9, 1948

To: Messrs. Murrow and Packard
From: Laurence Duggan

1) "THE CASE"

There is attached the second draft along with a copy of Mr. Seymour's statement about it. I call your attention particularly to paragraph 3 of his memorandum and would appreciate your ideas.

The missing figures, etc., will be ready momentarily. They are in process of compilation.

2) LISTS OF NEW TRUSTEES

There are enclosed my suggestions along with Seymour's first list of business nominees.

Seymour thinks that the best man we could get to be head of the Development Committee would be Lindsay Bradford.

Enclosures

Copy for Mr.Murrow

March 9, 1948

TO: Laurence Duggan

FROM: Harold J. Seymour

Your manuscript on the case for the Institute seems to me to be an orderly and reasonably complete summary of the material to be taken into account in preparing a presentation for foundations and corporations.

As it does not purport to be a finished statement of the case, but rather a source book, I have not attempted to suggest any editorial revisions.

The next step, I think, should be to ask Mr. Packard to view your manuscript through the eyes of a foundation executive, with a view toward (1) determining whether all the essential points have been covered, and (2) which of the details are of minor importance, and thus might be cut down or omitted.

After that, we can proceed with the editorial task of getting the statement in shape for outside reading.

Seymour's first list of suggestions of businessmen

1.	John J. McCloy	
2.	Eugene Holman	Standard Oil
3.	Albert Bradley	General Motors
4.	Jim Farley	Coca Cola
5.	Morris Hadley	
6.	Charles Spoffard	Davis Polk Head of Metropolitan Opera
7.	Arthur McLean (McLane) or Winthrop Aldrich	Chase Bank

Bi-National Organizations

1. Lithgow Osborne
   American-Scandinavian Foundation — N.Y.

2. Perrin Galpin
   formerly Director, Belgium American Foundation — N.Y.
   Ex.Director, Grant Foundation

Businessmen

1. Leonard McCallum — Oil — N.Y. and Okla.
   President, Continental Oil Co.
   Rockefeller Plaza, N.Y.
   (Salary $150,000 annually)

2. Harold (?) Sheets — Oil — N.Y.
   President, Socony Vacuum Oil

3. Donald Keiser — Sugar — N.Y.
   President, Cuban American Sugar Co.
   Classmate of LD

4. George Brett — N.Y.
   President, The MacMillan Co. — Publishing

5. Albert J. Matthes — N.Y.
   President, Machinery Liquidating Co.
   Gives scholarships to Institute recommended students for Latin America

6. Robert K. Straus — N.Y.
   Omnibook
   Classmate of LD

Confidential

Catholics recommended very informally by a good friend in NCWC

1. Martin McGuire — D.C.
   Dean, Graduate School, Catholic University
   Member: Fulbright Board

2. Dr. Marston Morse — N.J.
   40 Battle Road, Princeton, N.J.

3. Oscar Halecki — N.Y.
   Fordham University

4. Hugh Stott Taylor — N.J.
   Princeton University

5. Gerald G. Walsh S.J. — N.Y.
   Fordham University

6. Jerome Gerwen — Illinois
   University of Chicago

College and University

1. Miss Martha B. Lucas — Va.
   President, Sweet Briar College
   Operates: Junior Year Abroad

2. Kenneth I. Brown — Ohio
   President, Denison University

3. Dr. George Stoddard — Ill.
   President, University of Illinois
   Formerly: Commissioner of Education, N.Y.

4. Dr. Harold Taylor — N.Y.
   President, Sarah Lawrence College
   Bronxville, N.Y.

5. Dr. Charles Johnson — Tenn.
   President, Fisk University
   (Colored) Nashville, Tenn.

Colored

6. Gilbert White — Penna.
   President, Haverford College
   (Quaker) Haverford, Penna.

Quaker

7. Ordway Tead — N.Y.

8. Walter Hager — Washington, D.C.

9. Lawrence M. Gould — Minn.
   President, Carlton College
   Has an "in" with Kellogg Foundation

10. Dr. Wilbur Davison, Dean — N.C.
    School of Medicine, Duke University
    Very interested in foreign students

11/ Lynn White — Calif.
    President, Mills College

12. Richard McKeon — Ill.
    Dean, University of Chicago

13. Margaret Mead — N.Y.
    Columbia University

14. Noyes — N.Y.
Univ. of Rochester
Former President of American Chemical Society
Got Society to give $25,000 to UNESCO

15. Hawighurst, — Ill.
Univ. of Chicago

16. President Spreul (Robert G.) — Stamford ? — Calif.
Univ. of California

17. Miss Cheek (Mary Ashby) — Ill.
President, Rockford College

18. Dr. Balfour — Minn.
Director, Mayo Clinic

19. Paul White — Mass.
Mass. General Hospital, Boston, Mass.
Interested in foreign students

20. William E. Stevenson — Ohio
President, Oberlin College

21. Joseph Miller — Fla.
President, Univ. of Florida
Former Asst. Commissioner of Education, N.Y.

22. Peter H. Odegard
President, Reed College

23. *Arthur H. Compton — Mo.
President, Washington Univ.

24. *Benjamin E. Mays — Ga.
President, Morehouse College

25. Raymond B. Allen — Wash.
President, Univ. of Washington

General

1.	Federal Judge Charles Wyzanski	Law	Mass.
2.	Mrs. Charles Poletti (Jean Ellis)		N.Y.
3.	Marshall Field	Philanthropy	Ill.
4.	Louise Wright Director, Chicago Council on Foreign Relations	Public Affairs	Ill.
5.	Mrs. F.D.R.		N.Y.
6.	Senator Fulbright		Ark.
7.	Clarence Pickett Exec.Sec., American Friends Service Committee		Penna.
8.	Mrs. Pearl Wanamaker Supt. of Public Inst., Washington Former President, NEA		
9.	Mrs. Oswald B. Lord (formerly Mary Pillsbury) National In Europe now on Refugee Childrens business; good fund raiser		N.Y.
10.	John Mott Director, International House		N.Y.

Journalism

1. Joseph Barnes
   Foreign Editor - New York Herald Tribune New York

2. Marquis Childs
   Columnist

3. Erwin Canham

Labor

1. Mr. Mark Starr — New York

2. Mr. James Carey
   Secretary-Treasurer CIO
   Catholic — Washington, D.C.

3. Elinefr Coit
   Ex.Secretary, American Labor Education Service
   Bryn Mawr Graduate — New York

Law

1. Mr. F. A. O. Schwarz — New York

2. Mr. John Duncan — New York

3. Mr. John Lockwood — New York

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

AGENDA

Meeting of the Executive Committee

Wednesday, March 3, 1948

1. Approval of Minutes of previous meeting.

2. Furnishing of Information to the Central Intelligence Service, Department of State.

Memorandum previously distributed.

Suggested resolution:

" a) That the State Department not be given the files of successful or unsuccessful foreign candidates for scholarships but that it be furnished the file of any such candidate specifically named by it; and

b) That the State Department not be given access to the Institute's files for the purpose of gathering general information."

3. Proposal for the Formation of a Foreign Education Evaluation Board.

Memorandum previously distributed.

Suggested resolution:

"That the Institute take no steps of any kind to influence the findings of the study probably to be financed by the Carnegie Corporation except to try to establish the point that it would be prejudicial for any new Evaluation Board that might be created to engage in placement activities."

4. Composition of the National Selection Committee

See attached memorandum.

Suggested resolution:

"That the Director be authorized to appoint with the concurrence of the President of the Board of Trustees

a National Selection Committee composed of seven persons among whom shall be included one or more trustees of the Institute."

5. Authorization to sign checks for Washington Office.

Now that Dr. Fisher is no longer Assistant Director, he should be replaced as a signer of checks for the Washington Office.

Suggested resolution:

That the following officers and employees of the Institute of International Education, Inc., are authorized and directed to sign checks and other orders for the payment of money, including those drawn to the order of a signer, when signed in the following manner:

a) Two (2) signatures required.

1. Two (2) officers
2. One (1) countersigner and one (1) officer
3. No two (2) countersigners

The following are officers:

Laurence Duggan
George Hall
J. Charles Haidinger

1. Riggs National Bank, Washington - Regular Account

The following are countersigners:

Josephine Manzano
Mary M. Delaney

2. Riggs National Bank, Washington - Special Account

The following are countersigners:

James C. Meem
Eloise De la O

6. Salary authorizations.

Suggested resolution:

a) That there be authorized a salary of not more than $12,000 for the vacant Assistant Directorship.

b) That there be authorized a salary of not more than $12,000 for a new Assistant Director to be in charge of development and fundraising.

There is attached a biographical statement about Mr. Donald Shank who is under consideration for the first-named position. Statement regarding Mr. Carlton Miller, being considered for the second position, will be made available at the meeting.

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

SECRET

February 16, 1948

TO: Executive Committee

FROM: Laurence Duggan

Subject: Furnishing of Information to the Central Intelligence Service, Department of State.

I. BACKGROUND

The Institute has recently been approached by the State Department with a request that it furnish intelligence data or access to intelligence data. The State Department has been informed that its request will be referred to the Executive Committee of the Institute for its consideration.

a) The State Department first requested that the Institute turn over to it the applications of unsuccessful foreign candidates for scholarships to study in the United States.

The Institute sometimes returns these applications to the respective screening groups, but usually it keeps them for a number of years and then destroys them.

b) The State Department later enlarged this request by asking that it be given access to the current information received from abroad on general political and economic questions. The State Department is especially interested in the required reports from U.S. scholarship students in foreign countries under Institute auspices.

Two reports are required from each student, the first at the end of the first semester and the second at the end of the academic year. These reports are not only informative but frequently give penetrating judgments with regard to political and social trends.

II. DISCUSSION

During the war the Institute gave unrestricted access to its files to investigators from various Government agencies (War and Navy, F.B.I.). Once the war was over, these agencies ceased coming to the Institute. After a lapse of more than two years, the State Department has recently approached us.

The State Department appears to be sensitive to the fact that the Institute is a non-political organization, dedicated to increasing understanding among peoples and that the cooperation requested of it might not fit in with the Institute's policies.

III. RECOMMENDATION

a) That the State Department not be given the files of unsuccessful foreign candidates for scholarships, but that it be furnished the file of any such candidate specifically named by it.

b) That the State Department not be given access to the Institute's files for the purpose of gathering general information.

I do not think that we should refuse to give to our Government identifying information such as the file about a named individual, but I feel it would be prejudicial to the Institute to become party to the general process of government intelligence except in time of great national emergency. I do not think that we are in that position at the moment.

If it should become known that the Institute was collaborating on intelligence with the United States Government or even if the Institute became suspect, it would probably make impossible the continuance of effective operations with countries in some part of the world. The Board of Trustees, at the special meeting last June, established a policy of developing the interchange of students, teachers and professors with all countries of the world and especially with those of different ideology.

Even if it did not become known outside that the Institute was being used by the Intelligence Services of the State Department, I fear that the effect on the staff would not be at all beneficial and might undermine the quality of work being performed. The staff is very jealous of the essential integrity of the Institute's activities and is not favorable to providing any more information to the Government than that contained in my recommendation.

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

February 26, 1948

TO: The Executive Committee

FROM: Laurence Duggan

Subject: Proposal for the formation of a Foreign Education Evaluation Board.

1. Background

At the present time the principal and only full time agency for evaluating the credentials of foreign students is the U. S. Office of Education. Evaluations are sometimes made by the private regional college and university association but this work is not given an important place and is not of high quality.

For years, the criticism has been made that the Office of Education undervalued credentials of foreign students - that is, that it did not give the students the credit in terms of U. S. education that their educational record warranted or was so general in its evaluations that the inexperienced institutions were not helped much. More recently, the Office has been criticized for its delay in making evaluations. Unquestionably, with the rapid increase in the foreign student population in the United States, the Office has received many more requests. Beginning July 1, 1947, its staff for this purpose was cut in half for lack of appropriations.

The proposal to set up a private Foreign Education Evaluation Board originated with some men in the Admissions Office at Columbia University. Their first step was to circularize about 250 institutions. We do not know the questions asked (neither the Office of Education nor the Institute was consulted in advance) nor how many replies they received, but we do know that they received at least 114, which showed interest in the proposal, and that 41 indicated a willingness to put up money, within reason, to help establish the Board. Among these 41 are several large State Universities.

We also know that a number of replies were received suggesting that if anything new was to be undertaken, the Institute should do it. The sponsors of the idea of a Board spent a luncheon with me explaining the reasons why in their judgment the Institute should not do this. The principal reasons were:

(1) The Institute is a service agency facilitating the movement of students; it should not engage in substantive research as this is not its forte.

(2) The Institute exists to create good will and this purpose might be jeopardized if it was obliged to tell foreign students that in terms of U. S. education their schooling was not as advanced as they thought

Neither of these reasons is convincing.

The Carnegie Corporation has been approached by the sponsors of the Board with a request that it give a grant to underwrite all or part of the costs of establishing the Board. This grant is asked on the assumption that once the Board is established and a going concern, fees for evaluations will support it.

The Corporation is interested in the problem of evaluation, does not believe that the sponsors have made a careful enough study, and is considering giving a grant to have such a study made.

2. Question

Assuming that there is proved to be a need for a non-governmental service, is the Institute interested in filling this need itself?

> Evaluation is a highly technical and prosaic undertaking. It should be left to experts. It would be convenient to have this sideline immediately available within the Institute but to handle evaluation well would require additional staff, including supervisory staff.

There is a danger, however, that were an Evaluation Board to be set up independently, it might be tempted to place those whose credentials it had evaluated. Since placement is the Institute's strong suit, any such development should be discouraged. There should be a thorough understanding between any new Board and the Institute that the former shall only engage in evaluations and refer any placement work to the Institute.

This question should be faced now, because a) we have many friends who believe that the Institute is the appropriate agency, and b) if we want this job, we should lay some lines to get it.

Recommendation

> That we take no steps of any kind to influence the findings of the study probably to be financed by the Carnegie Corporation except to try to establish the point that it would be prejudicial for any new Evaluation Board to do anything but evaluation of individual credentials.

This recommendation is premised on the assumption that we do not want to add "evaluation" as a line of the Institute's work. We have not only a full sized but a growing job already cut out for ourselves. To do this job well will tax our facilities for several years to come.

March 1, 1948

TO: Executive Committee

FROM: Laurence Duggan

Subject: Composition of the National Selection Committee.

Background

The plan presented by the Institute to the Board of Foreign Scholarships for administration of the Student Grant Program under the Fulbright Act provided for the appointment by the Institute of a National Selection Committee and of Regional Selection Committees. The Board of Foreign Scholarships accepted this plan.

The functions of the National Selection Committee are to advise the Institute on two matters.

(1) On policies and standards in connection with the Institute's Fulbright operation.

(2) On applications for scholarships presented by the Regional Selection Committees through the Institute.

The roles of the National Committee and of the Regional Committee are purely advisory.

The Committee is to consist of seven persons chosen after consultation with foundations, professional groups and bi-national organizations, made up principally of persons experienced in the selection of scholarship students for study in foreign countries.

The Point at Issue.

It was the opinion of the Institute staff that this committee should be made up of persons not directly connected with the Institute, such as trustees or officers of the Institute staff. The reasoning behind this was that it would be more useful to the Institute to have the independent objective advice of persons knowledgable in matters of scholarship selection, and sympathetic to the objectives of the Fulbright Act, but having no connection with the Institute than from persons having such connection whom critics looking for flaws might say had been planted to influence the other members of the Committee. Since the Committee will be serviced by the Fulbright Division of the Institute and its head would be present at meetings, the staff had not thought that the Committee would "get out of hand". The advantages seemed to be on the side of placing full faith and credit in a committee of first class persons as interested as the Institute in seeing that the job was done right.

In recent discussions with some of our trustees, the thought has been expressed that on this National Committee there should be one or two of the Institute trustees. The reasoning behind this suggestion is twofold. First of all, that since it is the Board of Trustees of the Institute which is ultimately responsible for the policies and administration of the Institute, it would be prudent to include on this very important committee representatives of the Board. They would be in a position to assure that the interests of the

Institute were adequately protected. Secondly, there are or should be on the Board of Trustees of the Institute persons of a distinction comparable to those contemplated for appointment and the abilities and capacities of these trustees should be enlisted as a way of developing their general interest in the affairs of the Institute.

Suggested Resolution:

> "That the Director be authorized to appoint with the concurrence of the President of the Board of Trustees a National Selection Committee composed of seven persons, among whom shall be included one or more trustees of the Institute".

Although the inclusion of the Committee of Trustees of the Institute would theoretically change the independent status of the Committee and might open it to criticism that it was being "controlled", the deciding factor would probably be the character and caliber of the person or persons named.

DONALD J. SHANK

Donald J. Shank, Director of Student Personnel and Professor, joined the staff of the New York State School of Industrial and Labor Relations at Cornell University on October 1, 1945, a month before the formal opening of the School. His duties include responsibility for the selection, counseling, educational and vocational placement, and the summer work-training of undergraduate students. He also plans the academic schedule, in cooperation with the teaching faculty. In the absence of a Dean, he has served as one of the three members of the Administrative Committee of the School.

From 1935-45, Mr. Shank was a member of the administrative staff of the American Council on Education (a non-governmental coordinating agency) in Washington where he performed a variety of duties. He was concerned with the development of the American Youth Commission, the Council's numerous testing activities including the Cooperative Test Service, and the Council's publication program and served as Assistant Treasurer.

In 1944, Mr. Shank was loaned to the Armed Forces Committee on Postwar Educational Opportunities for Service Personnel, which was set up by President Roosevelt to plan the educational program for veterans, now known as the G. I. Bill of Rights. He also served as Director of the Editorial Project which prepared and secured teaching materials for the United States Armed Forces Institute (off-duty educational programs). He was co-editor of A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES, more than 65,000 copies of which were sold to aid in the transfer of veterans to educational institutions.

Mr. Shank was graduated from the University of Akron in 1931 with an A. B. in English. He has taken graduate work at the University of North Carolina and George Washington University, but has no graduate degrees. Following graduation, he served as assistant dean of men at the University of Akron and participated in the review of the accrediting procedures of the North Central Association of Colleges and Secondary Schools. He later served for a year as an educational director in the Civilian Conservation Corps.

At present, he is a member of the War-Navy Committee on USAFI; a member of the executive council of the American College Personnel Association; secretary of the Committee on Student Personnel Work of the American Council on Education; and a member of the Committee on Measurement and Guidance of the Council.

Mr. Shank was born January 17, 1910 in Ravenna, Ohio; he is married to Ruth Robe Shank (A. B. University of Akron); and has two children (aged 8 and 1 1/2). He is 5'10" and weighs 160 pounds. He is a member of the Methodist Church.

COPY- Mr.Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

February 28, 1948

TO: Laurence Duggan
FROM: Stephen Duggan

I shall be in Nashville, Tennessee when the Executive Committee will meet on next Wednesday. I am sending my reaction to the request of the State Department that the Institute furnish it with intelligence data or access to intelligence data. The Department is specially interested in the required reports from U.S. scholarship students in foreign countries under Institute auspices.

The U.S. Government took no interest in the exchange of teachers and students until the Second World War broke out. In 1940, the State Department sent for the Director of the Institute with the request that he undertake the administration of an exchange of students with the Latin American countries to help in the realization of the Good Neighbor policy then under attack by the Nazis in those countries. Both Mr. Hull and Sumner Welles assured the Director that there would be no interference in any way with the methods of administration of the exchange of students hitherto maintained by the Institute. Generally speaking, that promise has been respected up to the present time.

Almost nothing could be more detrimental to the work of the Institute than the request made by the State Department now, especially, to have access to the reports of our scholarship holders in foreign countries. Those students know that they are confidential reports to the Institute. The only persons outside of the Institute staff who read the reports are our scholarship students about to go to the same foreign university who might have the advantage of the experience of the students who studied there in previous years. Were our students to know that others read these reports, the reports would certainly lose in frankness and thoroughness.

The exchange of students carried on by the U.S. Government is alone among the Great Powers not suspect by people in foreign countries as being an appendage to the foreign policy of the Government. That is true especially of the new and the more backward countries just evolving from a colonial status. And it is true because of the confidence placed in the Institute as a private organization carrying on its exchange work solely on grounds of merit and to develop international understanding without official interference. The request of the State Department, if granted, would destroy that confidence and put us in the same category of suspects with the other powers which use student exchange to help their economics and political foreign policy.

Hence I heartily approve your recommendations that the State Department be <u>not</u> given access to our files for the purpose of gathering general information, but that it be furnished the file of any candidate or scholarship holder specifically named by it.

- 0 -

(over)

The second problem to be considered next Wednesday by the Executive Committee is the proposal for the formation of a Foreign Education Evaluation Board and the possibility that the Institute might be considered as the locus of the Board.

The Office of Education now performs the functions of evaluating foreign degrees. Like most official organs, it must be bureaucratically organised and therefore slow in action. Personally, I doubt the justice of some of its evaluations. As mentioned in your memorandum, it has been sadly handicapped during the past two years by Congressional cuts in the appropriations. Such cuts are unquestionably partially responsible for delays and some inefficiency in action. But unwise cuts can always be expected from a Congressional committee that acts in ignorance of the situation. The only alternative is that the work be done by a private organization. The only organization to my mind is the Institute of International Education. The Institute is highly regarded by the educational institutions of our own country and by foreign governments for fairness and efficiency in action. In my belief the problems of evaluations and placement are inextricably intertwined and controversy almost inevitably results when they are separated. During my administration of the Institute I considered the evaluation of certificates from such high-standard countries as France, Germany, Switzerland and others by the Regents Office of New York State as unfairly low. So I ignored this Regents Office and made my own evaluation, which was almost always welcomed by the colleges and universities of the State. There is no question in my mind that the Institute could do the job admirably if provided with the necessary space and well-selected personnel.

The question is who would support the Evaluation Board? The suggestion is made that a Foundation might do it at first until the possibility would be realized of the colleges and universities of the country undertaking it. As I understand it, the American Council on Education now receives a considerable share of its income from annual grants made by the colleges and universities of the country. Whether those institutions would consider also supporting an Evaluation Board is a question though you say that some have already indicated their willingness.

I agree with your recommendations that we await the findings of the study that may be financed by the Carnegie Corporation and that we do nothing to influence its conclusions other than to point out the close relationship of evaluation and placement.

cc- Mr. Murrow

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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March 1, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

I got off copies of the two enclosures attached to Packard on Friday but failed to get yours into the mail. He called this morning to say that he thought the date fixed for the special meeting of the Board of Trustees, namely March 29, was all right. If you will let me know whether this is all right with you, I will immediately get out a circular asking all trustees to reserve the date.

You might have some suggestions on the time schedule and agenda and if so, won't you give me a ring?

You will note that the time schedule calls for a meeting of the Nominating Committee this week. As indicated on the agenda the Nominating Committee will be expected to bring in nominations for new trustees, new officials and members of the Finance Committee. We contemplate two other committees--a Program Committee and a Development Committee, both of which might have on it lay members. Would it not be appropriate for the Nominating Committee to bring in nominations for these Committees as well?

Mrs. Lewisohn will be in Arizona practically all this month so that the composition of the Committee comes down to Nicely and Carman.

Will you stimulate the Committee to action?

I asked Packard whether it was in order for him and for me to make suggestions to the Nominating Committee. He replied that we should be prepared to do so upon the Committee's invitation. I expect to hear from Packard shortly when he and I can get together to go over our ideas. Shouldn't you be present at this meeting?

If you would like to talk this over, I will be glad to drop up to your office at your convenience tomorrow.

Yours,

Larry

Laurence Duggan

Enclosures

MINUTES
of
Meeting of Executive Committee, March 1, 1948.

Present: Mr. Edward R. Murrow, Chairman; Mr. Laurence Duggan, Mr. James M. Nicely, Mr. Arthur Packard, Dr. Leland Rex Robinson.

Absent: Miss Virginia C. Gildersleeve, Mrs. Sam A. Lewisohn, Dr. Harry J. Carman, Mr. G. Howland Shaw.

1. Approval of Minutes of previous meeting.

The Minutes of the previous meeting were approved without change.

2. Furnishing of Information to the Central Intelligence Service, Department of State.

After the discussion, the following resolution was adopted:

"a) That the Department of State not be given the files of successful or unsuccessful foreign candidates for scholarships but that it be furnished the file of any such candidate specifically named by it when grounds for such requests are justified in the judgment of the Institute; and

b) That the State Department not be given access to the Institute's files for the purpose of gathering general information; and

c) That the Director be authorized to furnish to the State Department lists of both successful and unsuccessful foreign candidates for scholarships."

3. Proposal for the Formation of a Foreign Education Evaluation Board.

In the course of discussion Dr. Robinson commented that in the matter of evaluation there are two aspects. The first is the evaluation of the educational system of any country and of its component institutions in terms of U. S. education and its component institutions. The second is the evaluation of the credentials of individual foreign students which, to be done well, should be projected against the former background. He thought that although most of the individual evaluation must be done abroad, and could be handled by such committees as the Institute has had cooperating with it in various countries, the comparing of educational standards from country to country required something in the nature of a foreign education evaluation board operating in the U.S.

Mr. Packard commented that although evaluation would add very greatly to the work of the Institute and might prove costly, there were advantages in it for the Institute. It would centralize in one institution the two jobs which are intimately linked together, namely evaluation and placement. Moreover, it would forge a new and tighter link in the relationships which the Institute wants to develop between it and the colleges and universities.

It was agreed without resolution that there should be brought to the attention of any foundation that might finance a study of the evaluating of credentials problem in the United States as well as those who might make any such study the fact that the Institute has specialized in placement and therefore that it would not be a desirable development for any new evaluating agency to enter that field.

The Director was also requested to report to the Executive Committee any significant developments in this matter.

4. Composition of the National Selection Committee.

The following resolution was adopted:

"That the Director be authorized to appoint with the concurrence of the President of the Board of Trustees a National Selection Committee composed of seven persons among whom shall be included one or more trustees of the Institute."

It was recommended to the Director that he make a statement for the record at the next meeting of the Board of Foreign Scholarships along the following lines: that Mr. Duggan is a member of the Board of Foreign Scholarships and at the same time is Director of the Institute of International Education which has been selected by the Board to administer the student program under the Fulbright Act; that this relationship has caused some concern to the Executive Committee of the Institute since Mr. Duggan serves in a dual role resulting in his passing on recommendations as a member of the Board which he has contributed to making as Director of the Institute; that the Executive Committee wonders whether, in addition the Institute through Mr. Duggan's membership on the Board of Foreign Scholarships does not have a preferred position to that of the other private agencies requested to administer parts of the Fulbright Act; and that the Executive Committee would appreciate consideration of this matter by the Board of Foreign Scholarships.

5. Authorization to sign checks for Washington Office.

The following resolution was adopted:

"That the following officers and employees of the Institute of International Education, Inc., are authorized and directed to sign checks and other orders for the payment of money, including those drawn to the order of a signer, when signed in the following manner:

a) Two (2) signatures required.
   1. Two (2) officers
   2. One (1) countersigner and one (1) officer
   3. No two (2) countersigners

The following are officers:

Laurence Duggan
George Hall
J. Charles Haidinger

1. Riggs National Bank, Washington - Regular Account

The following are countersigners:

Josephine Manzano
Mary M. Delaney

2. Riggs National Bank, Washington - Special Account

The following are countersigners:

James C. Meem
Eloise De la O

The Director was requested to prepare and furnish to the Treasurer and to the Executive Committee a complete memorandum with regard to the policies and practices with reference to the dispersement of funds. This would include the statutory situation as well as the bonding of signers of checks.

6. Salary Authorization.

The following resolution was adopted:

"There are hereby authorized salaries of not more than $12,000 per annum for two executives whose titles, functions, and assignments are to be determined on the basis of future corporate and organizational studies and developments."

February 27, 1948

Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York 19, New York

Dear Larry:

Thank you for sending me a copy of the letter which Mr. Nicely wrote about the deficit. While I gladly go along with his findings, there are two comments that I should like to make.

One is that my participation in the work of the Institute does not thereby constitute me a channel of communication with the "Rockefellers." As you know, my service on the Institute is as an individual, and I function there in terms only of Institute trusteeship. I would not wish to be thought of as related to the Institute as a representative of any interest or because of the fact that the Foundation, with which I have no connection, has made a grant to the Institute.

The other is this:- I am not sure that the "availability" of our statements is a valid basis for the "presumption" that the Rockefeller Foundation and Carnegie people are informed. While I would agree that there is no responsibility on our part to make a special point of the situation; if the informing of these two sources of grants is a factor in Mr. Nicely's findings, I wonder if the "availability" of statements is enough. If our complete statements have been filed with these two sources, that would be a different matter, but would be the only way that I could accept the presumption that these two sources <u>are</u> informed.

Sincerely,

Arthur W. Packard

c.c. Mr. Edward R. Murrow
Mr. James M. Nicely

INSTITUTE OF INTERNATIONAL EDUCATION

February , 1948

TOP STAFF ORGANIZATION

The Board of Trustees determines policy and the staff of the Institute carries out that policy.

In the execution of this policy there are several different functions to be performed by the Institute staff.

I. Function.

a) Liaison with Board of Trustees.

The Board of Trustees has never been called on for policy guidance and has preferred little, if any, on its own initiative. The variety, complexity and difficulty of policy questions now being presented make it essential that the Board consider these questions and give directions about them. With a view to developing Board interest, the staff will develop a regular flow of information to Board members and with respect to those matters requiring Board advice it will prepare complete documentation with recommendations and circulate this material well in advance of meetings.

b) Administration Coordination.

The several functions of the top staff must be related to one another in such a way that there is balance, proportion and integration between them to bring about a unified, efficient and disciplined operation. The need for administrative coordination is greater today than previously because of the extension of the Institute's program operation into new functions of an entirely new character.

c) Program Development.

During the last year, the content of the Institute's program expanded considerably. The most important addition was the student grant operation under the Fulbright Act. When this program is in full swing it

should equal, if not exceed, the number of persons receiving awards under the total present Institute fellowship operation. There have also been recent program developments in which the Institute has undertaken to assist persons both more and less advanced than undergraduate and graduate students. (i.e., IRSIA program with Belgium, DASP program with Brazil, and industrial trainee program, UNESCO fellowship program with occupied areas, etc.) Despite this program expansion there are still many aspects of the interchange of persons which need exploration, testing and development.

In connection with program administration, special reference should be made to the importance of an uptodate and efficient catalog of information. Everything that the Institute does in a program way uses this catalog of information so that it is essential that it be well organized and readily usable.

d) Finance.

During the between-the-war period, the Institute was financed by annual grants made on a five year cycle from the Carnegie Corporation. With rising costs of operation this income proved inadequate. The pinch was averted by the government contract for the Latin American program. This carried with it funds adequate to finance the staff, not only for the Latin American scholarship programs but also certain other administrative services. With the revived European program, financial resources have again proved inadequate. Today, the job which the Institute is trying to do is considerably larger than its income. To provide these funds the Board has agreed upon a far reaching expansion program over a five year period. It aims to increase the administrative budget from approximately $265,000. to $500,000. This is a big undertaking but certainly not an impossible one with proper preparation and leadership.

e) Public Relations and Publicity.

The Institute heretofore has devoted next to no attention to

its relations with the community of colleges and universities which provides fellowships and scholarships to it, to the community of professors, teachers, and students which it serves, or to the larger community of persons and organizations who might support its work. It has published an Annual Report and a News Bulletin and very occasionally has given releases to the newspapers. It has never carried on a sustained, continuous effort to let its light shine out from under a bushel.

f) Office Management.

This includes personnel, budget, housing, supply, correspondence files - the housekeeping details.

II. Organization to Perform the Functions Outlined.

a) Duties of the President.

(1) Liaison with Board of Trustees.

As the chief administrative officer of the Board, the President should keep the Board fully posted with regard to what is going on at the Institute, what is in the wind, etc. He should arrange a constant flow of written information to the Board members, and through a series of committees provide opportunity to get their advice and guidance.

(2) Administration Coordination.

The President must see to it that the top staff works cooperatively as a team and at a pace that moves the whole operation forward together. It is a very important function, for unless the actual program is well administered it is idle to think of branching out into new fields.

(3) Program Development.

The President will, of course, require a certain amount of back-stopping from the staff and the staff may come up with ideas for program development from time to time, but the elaboration of the program within the broad policy laid down by the Board of Directors is the primary responsibility of the President.

b) Duties of Executive Vice President.

The Executive Vice President is responsible for the administration of the present Institute program, except the Fulbright student grant program. This is a big job if everything were in apple pie order but there is need of considerable administration realignment. Each separate program should be analyzed to determine the adequacy or inadequacy of existing personnel, both as to numbers and quality; timetables should be drawn up so that work progresses on the basis of regular schedules; and procedures should be examined and tested to see if they cannot be made more efficient. Although there has been considerable improvement in program administration there still remains much to be done.

The work of this Vice President is not to be confined to the office, etc.; he would be expected to make field trips to assure the full support of top officers in colleges, universities, professional societies, etc., and from time to time travel abroad.

He would act in the absence of the President

c) Vice President in Charge of the Fulbright operation.

He will be responsible for building an entirely new organization developing procedures, setting up regional committees, enlisting the cooperation of bi-national cultural groups and professional societies and developing an effective relationship with the Fulbright foundations abroad, the State Department, and the other Fulbright administering agencies (i.e., Conference Board of the Associated Research Councils, U. S. Office of Education, and Schools Service of the American Council of Education.

The prime qualification for these two Vice Presidents is ability to administer. It would be decidedly advantageous if these Vice Presidents had a background of work in a university - in the dean's office, the admissions office, the registrar's office, or in the administration of a department. They must like people - young people and foreign young people, as well as adult teachers and professors. They must be ready to do a certain amount of travel, within and without the United States.

d) Vice President in Charge of Finance, Public Relations and Publicity.

The development of additional financial support for the Institute must be started from scratch. The Institute has never made any well organized effort to increase its financial resources. It must now start from the very beginning.

Neither the President nor the Vice President in charge of program administration could or should undertake the responsibility for this operation. In the first place, the qualifications for the job are not those closely associated with the qualifications for President or Vice President in charge of program administration. In the second place, even though by happenstance any of these officers did have the qualifications he would not have the time to devote to this work.

Because of the interrelationship of fund-raising and public relations, it would seem fitting that the Vice President in charge of finance be responsible for public relations and publicity.

The qualifications desired for this position are knowledge of how to raise money, capacity to organize and administer a continuing fund-raising campaign and ability at public relations. These qualifications are to be found only among intelligent, experienced and capable persons of a stature as high in their field as the program Vice Presidents in theirs.

e) Office Manager.

Mr. J. Charles Haidinger is Office Manager. He has been with the Institute about three months and during this time has made a very creditable showing in his work.

Mr. Haidinger reports to the Director and it is recommended that this arrangement be continued unless there be added as Vice President someone especially interested in and capable of general administration. Mr. Haidinger is an able, responsible worker and needs no more supervision than would be given to any one of the Vice Presidents. It is generally desirable, moreover, that the Director - for reasons of office morale - have direct contact with the Office Manager who in turn is in touch with all members of the staff.

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

February 24, 1948

TO: THE EXECUTIVE COMMITTEE

FROM: LAURENCE DUGGAN

SUBJECT: Special Meeting of the Executive Committee — Mr. M — yes?
Wednesday, March 3, 12:30 P.M. at the Institute

The agenda of this meeting is twofold:

1. State Department request for intelligence cooperation. (See attached memorandum.)

2. Proposal to establish a Foreign Education Evaluation Board. (Memorandum to be forwarded tomorrow.)

The meeting was called specially because of the State Department request which calls for prompt action. Because of the nature of this request, it is suggested that you keep the memorandum about it in a safe place.

Enclosures: Memorandum
Postal card for reply

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February 20, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I have received from Jim Nicely a letter about the financing of last year's deficit of approximately $17,000, a copy of which is enclosed.

With regard to the penultimate paragraph in his letter, our annual statements were forwarded to both the Rockefeller Foundation and the Carnegie Corporation.

Sincerely yours,

Laurence Duggan

Enclosure

cc- Mr. Arthur W. Packard

COPY

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

February 19, 1948

The Honorable J. W. Fulbright
United States Senate
Washington, D. C.

Dear Senator Fulbright:

The budget situation with regard to funds for the administration of the Fulbright Act for fiscal year 1949 is complicated but I believe the essential facts are the following:

Following passage of the Smith-Mundt Act, the State Department (Office of Information and Educational Exchange) submitted the following supplemental budget for fiscal 1949 for its Division of International Exchange of Persons.

1. For the expenses of the Agencies to which the Board of Foreign Scholarships delegated screening and related services ...	$265,000*
2. For Fulbright travel (Board of Foreign Scholarships and IEP staff)	17,000
3. Additional personnel for IEP -- to handle increasing workload of the Division in connection with the Fulbright Act	64,329
Fulbright Items, Sub-total ...	$346,329
4. Other items:	
a. Personnel for Mundt programs	128,650
b. Travel, domestic and foreign, for Mundt programs	18,944
Mundt Items, Sub-total	$147,594
Grand Total	$493,923
The Bureau of the Budget reduced the overall total to	$100,000

The Budget Bureau maintained that (1) Smith-Mundt Act operations in the Eastern Hemisphere were not yet in prospect, and (2) the increased amount of $100,000 approved be devoted to a general increase in the personnel of the State Department's Division of International Exchange of Persons to handle among other things the work which the Board of Foreign Scholarships had planned to delegate to the four cooperating agencies.

When the import of this action became clear to the Office of Information and Educational Exchange, it rearranged the amounts assigned to the divisions under it so as to give $50,000 more to the Division of International Exchange of Persons. That Division, therefore, will now have a total of $150,000, if Congress approves and does not change matters.

Of this $150,000, the Division of International Exchange of Persons has set aside $138,980 for the screening agencies.

This amount of $138,980 appears in the State Department budget as sent to the Hill as follows:

07 Other Contractual Services

Foreign Service

Departmental

"and screening of applications for participation in the exchange programs under the Fulbright Act, Public Law 584, 79th Congress, $138,980".

This appears on page 528 of the budget as forwarded but the pagination may change in the printed version.

I don't think that any of the four administering agencies designated by the Board of Foreign Scholarships would want to maintain that its budget was sacred; on the contrary, there are so many unknowns that any budget is a guess.

But the Budget Bureau completely ignored the budget requests of these agencies. In effect, it didn't give them any funds at all; at least that is the conclusion I derive from a study of the foregoing data which I believe to be accurate. It apparently believes the job to be done a minor one and that the Division of International Exchange of Persons should do it totally ignoring the decision of the Board of Foreign Scholarships.

It, therefore, is essential that the decision of the Board of Foreign Scholarships be established as fact in the minds of the Budget Bureau. I believe that the State Department is planning a discussion with the high officials of the Budget Bureau and I shall urge that the Board of Foreign Scholarships do likewise. Once this decision is established, we can get down to a discussion of budgetary details, probably in terms of a deficiency appropriation later on.

If the foregoing is not clear in any respect, please let me know and I will do my best to clarify.

Sincerely yours,

Laurence Duggan

*Based on estimates submitted by the agencies and revised downward by IEP. They were intended to cover expenses beyond June 30, 1949, by obligating funds prior to that date.

LD:jw

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Garrison, N. Y.

February 18, 1948

Dear Mr. Duggan:

I wish to thank you for the letter addressed to my mother, Mrs. Paul Monroe, with which you enclosed the resolution of the Board of Trustees of the Institute of International Education in memory of father.

Unhappily mother is not able to respond because of her ill health but my sister and I greatly appreciate having the resolution.

Yours sincerely,

(signed) Ellis Monroe

Mr. Laurence Duggan
Institute of International Education
2 West 45 Street
New York

COPY

Guaranty Trust Company of New York
140 Broadway
New York 15, N. Y.

February 17, 1948

Mr. Laurence Duggan, Director
Institute of International Education, Inc.
2 West 45 Street
New York 19, N. Y.

Dear Larry:

This is in reply to your letter of January 21. Mr. Haidinger has very kindly called on me and has explained fully the status of the accounts for the year ending September 30, 1947, as well as the current budgetary program. My conclusion is that the Director may continue the present method of financing the deficit of $17,394.61 which resulted from operations for the year ending September 30, 1947.

In stating what I consider that this is a proper procedure, I do so with the understanding that this deficit is to be clearly shown on such statements as we furnish; that the relief of this deficit is to be a first, or almost first, charge against campaign receipts; and that meanwhile we are financing this deficit out of what might be termed "general receipts" from such sources as Carnegie and Rockefeller grants - which I understand are made to the Institute with a view to carrying its general administrative expenses. In other words, I believe we would be following an improper course if we made a draft on any funds in our possession that were specifically ear-marked for student activities, etc.

Mr. Haidinger believes the above method will be feasible through March and that if we get through March we will then be entering another quarter during which period this feasibility will continue owing to the receipt at the beginning of the quarter of fresh general funds.

I raised the question with Mr. Haidinger whether we owe any special duty to inform the Carnegie and Rockefeller groups of these particulars. He satisfies me that as long as our statements are available, there is no responsibility on our part to make a special point of this. I agree since I believe Mr. Packard for the Rockefellers is fully informed and presumably the Carnegie people also.

I hope that this is responsive to the question posed at the Executive Committee meeting on January 21st.

Sincerely yours,

(signed) James M. Nicely

C
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The Foreign Service
of the
United States of America

American Embassy, Tehran
February 11, 1948

Dear Larry:

I deeply appreciate your thoughtful letter regarding my appointment and your remarks concerning the activities and cooperation of the Institute. While I am still very hazy regarding the activities and responsibilities of my new job, it seems to me that the part of the work dealing with educational exchange offers much more opportunity for effective work of lasting value than the informational side, although both are of course important.

I shall have to lean heavily on your advice and assistance in all matters relating to educational exchange.

According to present plans I shall arrive in Washington toward the end of this month and look forward to seeing you at the earliest moment.

Cordially,

George V. Allen

Laurence Duggan, Esquire
Institute of International Education
2 West 45 Street
New York 19, New York

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

C
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P
Y

January 9, 1948

His Excellency
George V. Allen
American Ambassador
Tehran, Iran

Dear George:

I read in this morning's paper the good news of your appointment as Assistant Secretary of State in charge of Information and Educational Exchange. This is very fine indeed - a testimony to the splendid job you have been doing in Iran. My heartiest congratulations and best wishes on your new - and certainly difficult - job.

In your new work, you will be concerned with the exchange of persons program of the Government. You will learn that the Institute handles, under contract, various Government programs. You may well have had something to do with the emergency wartime program with several Near Eastern countries, which is one of the programs the Institute administered. We also administer the Latin American student grant program, and have recently agreed at the request of the Board of Foreign Scholarships to administer the Fulbright student grant program. We try to do our job so well that we don't have any problems to discuss with the State Department and I don't anticipate having to call upon you for help. In this letter, which has become longer than I intended, I really just wanted to congratulate you and let you know that we in the Institute will try to give you the fullest support and cooperation.

With best regards to you and your wife, in which Mrs. Duggan joins,

Yours sincerely,

Laurence Duggan

LD;jw

Dictated but not signed
by Mr. Duggan

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February 10, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York, New York

Dear Ed:

I think you will be interested in the attached material which we had drawn up regarding the proposed regulations affecting aliens coming to the United States as visitors. As you know, they will affect many of the students under our auspices since a large number will be coming on visitors visas under the new Information and Educational Act of 1948.

What concerns me is that while government with one hand is stimulating exchange of persons for cultural purposes (see point I, 3 of the attached memo), on the other hand it is placing more and more obstacles in the way of these exchanges.

Cordially yours,

Larry

Laurence Duggan

Enclosure

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GEORGE F. ZOOK

February 6, 1948

Mr. Watson Miller
Commissioner of Immigration and Naturalization Service
Room 1806, Franklin Trust Building
Philadelphia 2, Pennsylvania

Dear Mr. Miller:

Copies of the Federal Register, Volume 13, Number 14 of Wednesday, January 21, 1948 have reached our offices with the proposed immigration regulations affecting aliens coming to the United States as visitors.

The Institute of International Education is particularly concerned about the possible effect of several specific sections of the proposed regulations and wishes to submit general and specific views with respect to the content and implication of these proposals. Complying with the statement in paragraph one regarding relevant material, we are asking you to give consideration to the enclosed material and provide an opportunity for this organization to be represented at any hearing held by the Service on this matter.

There are many colleges and universities as well as private organizations which look to the Institute for leadership in the field of international student exchanges, and these views may, I am sure, be said fairly to represent the opinion of American education as a whole to the proposed regulations.

We await your reply with deep interest.

Sincerely yours,

Laurence Duggan

Enclosure

FEDERAL REGISTER
Washington, Wednesday, January 21, 1948

PROPOSED RULE MAKING

Department of Justice
Immigration and Naturalization Service
(8 CFR, Parts 110, 119 and 165)

Aliens Coming to the United States as Visitors

Notice of Proposed Rule Making

December 30, 1947

Pursuant to the section 4 of the Administrative Procedure Act (60 Stat. 238; 5 U. S. C., Sup., 1003) notice is hereby given of the proposed issuance by the Commissioner of Immigration and Naturalization, with the approval of the Attorney General, of the following rules relating tojaliens coming to the United States as visitors. In accordance with subsection (b) of the said section 4, interested persons may submit to the Commissioner of Immigration and Naturalization, Room 1806, Franklin Trust Building, Philadelphia 2, Pennsylvania, written data, views, or arguments relative to the substantive provisions of the proposed rules. Such representations may not be presented orally in any manner. All relevant material received within 20 days followi the date of publication of this notice will be considered.

Title 8, Chapter I, Code of Federal R. gulations , is amended by adding the following part:

Part 119--Visitors
Subpart A--Substantive Provisions

Sec.
119.1 Definitions
119.2 Time for which admitted
Sec.
119.3 Conditions of admission
119.4 Extension of stay; period of time; conditions
119.5 Arrest and deportation of visitors
119.6 Visitors admitted prior to effective date of this part
119.7 Effect of other regulations

Subpart B--Procedural and other Non-Substantive Provisions
119.11 Authority to admit
119.b2 Extentions of stay; procedure
119.13 Printed instructions for visitors
119.14 Investigation

AUTHORITY: Para 119.1 to 119.14, inclusive, issued under Sec. 23, 39 Stat. 892, sec. 24, 43 Stat. 166, sec 37 (a), 54 Stat. 675, sec. 1, 54 Stat. 1238; 8 U.S. C.

102, 222, 458; 8 CFR 90.1. Para. 119.1 to 119.14, inclusive, interpret

and apply sec. 3(2), 43 Stat. 154, secs. 14, 15, 43 Stat. 162, sec. 23, 43 Stat. 165, sec. 35, 54 Stat. 1675; 8 U.S. C. 203, 214, 215, 221, 456.

CROSS REFERENCES: For consular procedure with respect to visitors, see 22 CFR Part 61, particularly para. 61.134--61.139 and 61.154--61.171.

For head tax on visitors, see Part 105 of this chapter.

For manifests, see Part 107 of this chapter.

For recroding of arrivals. departures, and registrations, see Part 108 of this chapter.

Subpart A--Substantive Provisions

Paragraph 119.1. Definitions. (a) As used in this part, the term "visitor" means an alien admitted to the United States temporarily as a tourist or temporarily for business or pleasure under the provisions of section 3(2) of the Immigration Act of 1924 (43 Stat. 154; 8 U.S.C. 203) and under the provisions of this part.

(b) As used in this part, the term "district director" includes officers and employes who are under his supervision and whom he may direct to assist him in performing his duties and exercising his authority under this part.

Paragraph 119.2. Time for which admitted. The time for which a visitor may be admitted to the United States shall be whatever period is appropriate to accomplish the purpose of this temporary stay in the United States: Provided,

(a) That the period shall not in any case exceed six months; and

(b) That the period shall not exceed three months in the case of any visitor who will be sojourning in the United States in more than one immigration district as such districts are defined in para. 60.1 of this chapter; and

(c) That the period shall not extend beyond the date 60 days prior to the end of the period during which the visitor will be eligible for readmission to the country whence he came or for admission to some other foreign country; and

(d) That the period shall be deemed not to exceed the time during which the visitor fulfills all of the conditions of admission prescribed in para. 119.3.

Paragraph 119.3 . Conditions of admission. The conditions under which an alien may be admitted to the United States as a visitor shall be that he:

(a) Establishes that his object in coming to the United States is for one or more of the purposes mentioned in para. 119.1 and that it is reasonable and legitimate and is temporary in nature.

(b) Agrees that while in the United States he will not ;ursue any purpose not specifically authorized by immigration officials.

(c) Agrees to leave the United States within the period of his admission or any authorized extension thereof and establishes that he will as far as foreseeable be able to leave.

(d) Extablishes that he is not subject to exclusion from the United States under any of the applicable provisions of the immigration laws or regulations.

(e) Presents whatever document or documents are required by the applicable Executive order of orders, or by Part 176 of this chapter or any other applicable regulations prescribing the documents to be presented by aliens entering the United States as visitors, such document or documents to include, where required, evidence of compliance with all applicable provisions of Title III of the Alien Registration Act, 1940 (54 Stat. 673; 8 U.S.C. 451), relating to registration and fingerprinting. Where a passport is required, it must be valid for at least 60 days longer than the period of admission, as prescribed in para. 176.500 of this chapter.

(f) Furnishes bond on Form I-337 in a sum of not less than $500 to insure that he will depart from the United States at the expiration of his specific period of authorized stay or upon failure to comply with the conditions under which admitted, whichever occurs first, if such bond is required by an officer in charge or by a board of special inquiry or pursuant to an order entered on appeal from the decision of such board.

(g) Agrees that if he does not depart from the United States within three months after admission he will report his address to the Commissioner and will make similar reports at the expiration of each following three months' period for as long as he remains in the United States, such reports to be made by filling out and mailing post care Form AR-11, which is obtainable without cost at United States Immigration offices and post offices. In the cases of children, such reports shall be made by parents or guardians in accordance with the applicable provisions of Title III of the Alien Registration Act, 1940.

Paragraph 119.4 Extension of stay; period of time; conditions. After an alien is admitted to the United States as a visitor, he may be granted an extension or extensions of the period of his admission, subject to all of the following conditions:

(a) All extensions shall be subject to the same time limitations as are placed on original admissions by para. 119.2; and

(b) The alien shall establish that he has fulfilled, and agree that he will continue to fulfill, all applicable conditions of admission prescribed by para. 119.3; and

(c) If the original admission was for 29 days or less, an extension of stay shall be granted only in eenergent or other extraordinary cases; and

(d) In any case where the granting of the extension would authorize the visitor to remain in the United States for a period not exceeding one year after arrival, the district director having urisdiction may in his descretion require, as a condition precedent to the granting of the extension, the visitor to furnish bond or to continue to furnish bond or to furnish bond in greater sum, on the form and containing the conditions stated in Para. 119.3 (f); and

(e) No extension which would authorize the visitor to remain in the United States for a period of one year or more after arrival shall be granted unless there has been furnished, or is furnished, a bond in a sum of not less than $500, such bond to be in the form and to contain the conditions stated in para. 119.3(f), unless the Commissioner has specifically authorized in advance the granting of such extensions without bond or with bond in less sum; and

(f) Where a bondfurnished on admission or on extensoon of stay is to be continued during the period of an extension or further extension of stay, any arrangements necessary in that connection must be made by the visitor.

Cross Reference: For procedure for extensions of stay, including authority to

make

Paragraph 119.5 Arrest and deportation of visitors. (a) An alien admitted as a visitor shall be deemed to have remained in the United States for a longer time than permitted under law and regulations within the meaning of section 14 of the Immigration Act of 1924 if:

(1) He remains in the United States after the expiration of the time for which he was t emporarily admitted or the expiration of any authroized extension of such period, without having filed an application for extension of stay at the time and in the manner required by this part; or

(2) He violates or fails to fulfill any of the other conditions of his admission to or extended stay in the United States; or

(3) He evidences orally or in writing or by conduct an intention to violate or to fail to fulfill any of the conditions of his temporary admission to or extended stay in the United States; xr

(b) An alien admitted as a visitor shall be subject to being taken into custody and made the subject of further proceedings under Part 150, Arrest and Deportation, of this chapter if:

(1) He remains in the United States for a longer time than permitted, as defined in paragraph (a) of this section; or

(2) He is found to have been at the time of his entry as a visitor not entitled under this part to enter the United States as a visitor.

(c) Notwithstanding the provisions of paragraph (b) of this section, any alien who is subject to being taken into custody under that paragraph but who is about to depart from the United States may, in the discretion of the district director having jurisdiction, be permitted to proceed from the United States.

Paragraph 119.6. Visitors admitted prior to effective date of this part. The provisions of this part pertaining to extensions of stay shall be applied in the cases of visitors who are in the United States on and after the date on which this part becomes effective.

Paragraph 119.7 Effect of other regulations. (a) Any provisions of other parts of this chapter pertaining to special classes of visitors shall not be deemed to be superseded by the provisions of this part.

(b) The provisions of this part shall supersede the provisions, insofar as they relate to visitors, of para. 110.24, 110.28, and 110.29 of this chapter.

Subpart B--Procedural and Other Non-Substantive Provisions

Paragraph 119.11 Authority to admit. If the examining immigrant inspector is satisfied beyond a doubt that an alien is admissible as a visitor, he may admit him as such. If the examining immigrant inspector is satisfied than an alien would be admissible as a visitor provided a bond was furnished in accordance with the provisions of para. 119.3 (f), the exa,minging immigrant inspector may refer the case to the officer in charge of the port. If the officer in charge concludes that the alien would be admissible provided such bond was furnishec, the officer in charge may admit the alien as a visitor upon the furnishing of such bond. If the examining immigrant inspector--or the officer in charge, in the possible bond cases referred to him--is not satisfied that the alien applying for admission to the United States as visitor is admissible, he shall hold the alien for examination, and for decision in the case, by a board of special inquiry. The bond prescribed in para.

119.3 (f) may be exacted by the board of special inquiry as a condition of admission.

Paragraph 119.12 Extension of stay; procedure. (a) A visitor may apply for an extension of the period of his temporary admission. Such application shall be submitted on Form I-539 approximately 30 days before the expiration of the period of admission or previously authorized extnsion thereof, to the district director of the district in which the visitor is staying at the time the application is submitted. All available data specified in Form I-539 shall be furnished by the applicant. In particular, the applicant shall state the address or addresses at which he expects to be, pending his receipt of notification of the decision on the application. The application shall be accompanied by the applicant's passport and by any visitor's permit (form 257a or I-94) issued to him.

(b) After making such inquiry as may be necessary, the district director shall make a decision on the application and such decision shall be final. (1) except that the Commissioner may from time to time require certain classes of cases or individual cases to be submitted to him for review or for decision; and (2) except that, if the applicant has gone to another district and further information from him is needed, the district director may send the application to the other district for final action. The district director shall submit a report to the Commissioner of the grant of any extension of stay which authorizes a visitor to remain in the United States for a period of more than two years after arrival, such rep report to recite the facts in the case and the reasons supporting the decision made. In all cases, the district director shall send to the visitor written notice of the decision, accompanied by any passport and Form 257a or I-94 submitted with the application. That shall be done even though the visitor has, after submitting the application, moved to another district. If the decision is favorable and if a Form 257a or I-94 was submitted with the application, such notice may be given by placing a signed endorsement on the Form 257a or I094. Such endorsement shall include the date through which the stay is extended. If the application is denied, the district director making that decision shall take appropriate action with a view to enforcing the alien's departure or removal from the United States and the notice to the alien of the denial shall include advice as to such intended action.

(c) As soon as a district director notifies a visitor of the decision on an application for extension of stay, the district director shall notify the officer in charge at the port where the visitor was admitted of the terms of the decision.

(d) If the period of admission of a visitor or any authorized extension of that period expires and the officer in charge at the port of entry has not received a notice under paragraph (c) of this section or under para. (b) or has not ascertained and cannot ascertain that the visitor has departed from the United States, such officer shall report the facts to the district director of the district in which the alien is believed to be located or shall take any other action necessary to insure that the visitor either departs or is removed from the United Stats

Paragraph 119.13 Printed instructions for visitors. To the extent practicable, visitors shall at the time of their admission be given printed instructions showing the conditions of their admission and how they are expected to comply with immigration requirements while in the United States and at the time of their departure.

Paragraph 119.14 Investigation. (a) To the extent possible with available personnel, the district director of the district in which the following classes of visitors are staying shall investigate their cases to ascertain whether they are complying with the conditions of their admission:

(1) Any visitor admitted for over three and up to six months--such period being allowable under para. 119.2 only where the visitor is staying in one immigration district. If the visitor is staying in the district where the port of his entry is located, the admission record may be used as the basis for the investigation. If the visitor is staying in another district, the Form 257b or the cooy of the Form I-94 (required under Part 108 of this chapter to be sent from the port of entry to the Central Office) shall be routed from the port of entry to the Central Office through the headquarters of the district of the visitor's destination and data necessary for investigation shall be promptly extracted there and shall be promptly extracted there and the form relayed promptly to the Central Office. The investigation requi4ed by this subjparagraph shall be made in thoe cases where, and to the extent, deemed necessary by the district director of the district in which the visitor is staying.

(2) Any case or class of cases where the Commissioner directs that investigation be donducted.

(3) Any unusual case where the officer in charge at the port of entry requests that investigation be made.

(b) Any action which is taken in a district other than the one where the admission occurred and which has for its purpose the departure or removal of the alien from the United States shall be promptly reported to the officer in charge of the port where the alien was admitted.

Part 165--Formal Petions and Applications

Sections 165.12, 165.13, and 165.14, Chapter I, Title 8, Code of Federal Regulations, are revoked.

Secton 165.13a is amended by deleting the reference to visitors and to revoked provisions so that such section will read as follows:

Paragraph 165.13a Final authority of district directos to deny applications for extension of stay filed by aliens admitted in transit for 29 days or less. District direct shall have final authority to deny appll cations for extension of stay filed byjaliens admitted to the United States for a period of 29 days or less under section 3(3) of the Immigraton Act of 1924 (43 Stat. 154; 8 U.S.C. 203). Extension of stay shall be grant3d to such aliens only in emergent or other extraordinary cases. (Sec. 15, 43 Stat. 162; 8 U.S.C. 215)

Watson B. Miller, Commissioner of Immigrationa nd Naturalization

Tom C. Clark, Attorney General

(F. P. Doc. 48-586; Filed, Jan. 20, 1938; 8;53 a.m.)

INSTITUTE OF INTERNATIONAL EDUCATION

2 West 45th Street
New York 19, New York

PROPOSED IMMIGRATION REGULATIONS AFFECTING

ALIENS ENTERING THE UNITED STATES ON 3(2) VISITORS VISAS

I. General Views: February 6, 1948

The proposed regulations are of concern and interest to the Institute on the following four points:

1) The Institute of International Education, from its inception in 1919, has been devoted to the ideals which have helped to make our country great. Fundamental to our democracy is freedom of speech, which in our opinion might easily be abridged for aliens under the proposed regulations through administrative action.

2) The primary function of the Institute has been, and still is, the exchange of students, professors, and specialists. A substantial number of these persons have entered the United States with 3 (2) visitors visas. We are opposed to any regulations which would require special permission before they would be allowed to speak and discuss topics in the American tradition unless specifically authorized.

3) The United States Government in both its legislative and executive branches is taking increasing interest and active participation in international student exchanges as evidenced by:

   a) Public Law No. 584--79th Congress (The Fulbright Act), which provides in Section 32 (b) (2) for "financing studies, research, instruction, and other educational activities of or for American citizens in schools and institutions of higher learning located outside the continental United States, or for citizens of such foreign country in American schools and institutions of higher learning".
   b) The United States Information and Educational Exchange Act of 1948 which was passed unanimously by both Houses of Congress, "to promote a better understanding of the United States and the people of other countries".
   c) Proposed Smith Bill to permit use of all future Finnish loan payments for the education of Finnish students in the United States.

   Therefore, the trend of present activities indicates the importance of fullest cooperation by the Immigration and Naturalization Service to make possible the achievement of the aims of this legislation.

4) The Institute has been encouraging American colleges and universities to participate, with the cooperation of the Federal Government in many cases, in the granting of scholarships and fellowships to aliens. Students and professors receiving even partial aid from the Federal Government would be required to enter on a 3(2) visa and if their actions were severely limited, the students and professors would contribute much less to the American citizens at these institutions and the purposes of their coming would be vitiated.

II. Specific Views:

Sec. 119.1—Definitions:

The proposed regulations apply to aliens admitted to the United States for business. Title II of the Information and Educational Exchange Act, Sec. 210, requires all persons to enter the United States on B (2) visas. This means that all students and professors under this program will be subjected to the proposed regulations.

Sec. 119.2—Time for Which Admitted:

Paragraph (a) states "that the period shall not exceed six months". When it is known that educational personnel, both students and professors, will be in the United States for an academic period which is usually approximately ten months or longer, they would be seriously handicapped by an uncertainty in regard to receiving permission to complete their mission which had been approved by American officials.

Paragraph (b) requires "that the period shall not exceed three months in the case of any visitor who will be sojourning in the United States in more than one immigration district as such districts are defined in Sec. 601 of this chapter". The practical effect of this regulation would mean that any student or professor who enters the United States for a period of observation, or for special intensive study in two or more educational institutions in different districts would be required, according to Sec. 119.12, to apply for extension of stay every two months which would entail five extensions during one year. This frequent repetition of complying with regulations hardly seems to accomplish more than an annoyance to the visitor and increased work for the Immigration and Naturalization Service. It is also worth observing that no mention is made of the steps necessary to effect a transfer from one district to another.

Sec. 119.5—Conditions of Admission:

Paragraph (b) states that a visitor shall, "Agree that while in the United States he will not pursue any purpose not specifically authorized by immigration officials". This regulation places entirely too much power in the hands of the district directors; it is unnecessary in view of existing regulations, opens the Immigration and Naturalization Service to accusations of undemocratic practices, and drastically limits the freedom of educational personnel entering the United States on B (2) visas. Any alien in the United States has always been allowed freedom of action and speech except, as provided by law, in certain specific cases. The present regulation would reverse the process and prohibit everything except that which is allowed. There already exists ample safeguards against undesirable aliens as shown:

1) By the Immigration Act of 1917, Sec. 3, entitled, Aliens Excluded from the United States, which included, "anarchists, persons who believe in or advocate the overthrow by force or violence of the Government of the United States...".

2) Sec. 19 and 20 of the Act of 1917, Sec. 14 of the Immigration Act of 1924 provide for the deportation of aliens unlawfully in the United States. Sec. 14 states that "Any alien who at any time after entering the United States is found to have been at the time of entry not entitled under this Act to enter the United States, or to have remained therein for a longer time than permitted under this Act or regulations made thereunder, shall be taken into custody and deported in the same manner as provided for in sections 19 and 20 of the Immigration Act of 1917".

The Acts of 1917 and 1924 states what aliens may not do, the types of organizations they may not join, and the restrictions placed upon them as visitors. This leaves aliens free to do what is not forbidden. Your regulation forbids everything that is not specifically authorized and this in our opinion will make such things as discussions, debates, and speeches restricted if an alien's purpose in entering on a 3 (2) visa is to pursue a course of studies, to do research, or to lecture.

3) Paragraph (d) of the proposed regulations requires that the alien establish "that he is not subject to exclusion from the United States under any of the applicable provisions of the immigration laws and regulations". If the burden of proof of eligibility to enter the United States rests on the aliens, and if he is capable of furnishing all the papers, documents, certificates, etc., requested by law, then the necessity of obtaining specific authorization before pursuing an academic course in the regular manner seems unnecessary.

Sec. 119.4--Extension of Stay: Period of Time: Conditions:

Paragraphs (d) and (e) combined may easily make it necessary for many students and professors in the United States on 3 (2) visas for a period longer than one year to post a bond of $500 or more. When it is realized that students and professors on scholarships and fellowships receive most of their living allowance from the college or university, or from private American sources it means that the institutions in this country will have to pay the bond, or that the aliens will have to leave the country even though their studies have not been completed. The effect of this regulation will be to restrict the activities of American organizations interested in the exchange of persons.

Sec. 119.5--Arrest and Deportation of Visitors:

Paragraph 2 provides for deportation of any visitor who "violates or fails to fulfill any of the other conditions of his admission to or extended stay in the United States". This additional safeguard is one more reason why we think that specific authorization by immigration officials is undesirable and unnecessary before educational personnel can participate in activities in this country.

Paragraph 2 item (a) states that a visitor will be subject to deportation if he "evidences orally or in writing or by conduct an intention to violate or fail to fulfill any of the conditions of his temporary admission to or extended stay in the United States". If this restriction is placed in juxtaposition to the preceding requirement (Sec. 110.2 (b)), that a visitor will not be admitted unless he "agrees that while in the United States he will not pursue any purpose not specifically authorized by Immigration officials", it becomes clear that a visitor would be subjected to all the fears of a police state and unable to participate in traditional American institutions or activities without first obtaining permission, or being subject to deportation. If all visitors were constantly requesting permission to engage in specific activities, the Immigration and Naturalization Service would be instituting regulatory measures and that is definitely not a part of our traditions of government.

III. Conclusions:

The Institute of International Education has confined its views on the proposed regulations to the effect on academic personnel, as the exchange of persons would be severely handicapped were these regulations to become effective. We are also concerned as to the effect which these regulations would have on the objectives of some of the most farsighted pieces of legislation our Congress has enacted. We realize that the Immigration and Naturalization Service has performed an outstanding service of protecting the welfare of the American people, and that the officers have consistently shown a cooperative attitude at handling the cases involving academic personnel, but we cannot help but feel that the proposed regulations would only serve to render of little value the objectives and policies of the Department of State under the United States Information and Educational Exchange Act of 1948, and would severely hamper the activities of private American institutions and individuals now engaged in programs aiming at world peace and international understanding.

U R G E N T

INSTITUTE OF INTERNATIONAL EDUCATION

February 9, 1948

TO: Mr. Murrow

FROM: Laurence Duggan

Subject: Office Space at 2 West 45 Street.

At the last meeting of the Executive Committee, on January 21, 1948, I went over the space situation. A motion was carried "conferring on the President and the Director power to sign a lease at 2 West 45 Street and to commit up to $2,500. of available funds for interior renovations desired by the Institute and not properly chargeable to the owner".

Subsequently the renting agent presented to the Grolier Society, owners of the building, the proposal tentatively agreed upon by him and me. The Grolier Society turned this proposal down because the firm estimate of the contractor was $10,000. instead of $7,200. to make the renovations we wanted.

We have gone over our renovation plans and altered them to effect an $1,800. saving. The renovations will thus cost $8,200. instead of $10,000. We have lost some of the minor special features such as a dropped acoustical ceiling and the indirect lighting in the reception room, but the final plan provides adequately for all the functional needs of the Institute including the special lighting and the kitchenette, the major special features.

We have this morning discussed a new proposal to the renting agent. It involves an outlay for the Institute during this fiscal year of $24,654.19. We had budgeted (from all sources) $24,936. This would include a contribution of $2,200. as our share of the renovations most of which, but not all, would go to cover the special installations desired by us. We would be securing 1,450 sq. ft. of additional space for the balance of this fiscal year, instead of the approximately 2000 we had hoped for beginning May 1.

Under the proposal the Grolier Society would have to put up $1,000 more for renovations than they want to. This may prove the sticking point. In effect, they would make a renovations contribution of about $1.20 a sq.ft. They only wanted to make $1.00. We have checked around and found that today you are lucky if you can get $0.75.

It's the best compromise we can work out here in the office. It does not give us all the additional space we want but it does give us an assured home, completely renovated, with a promise of more space when we can pay for it next fiscal year.

Do you approve? Would you please give me a ring after you have thought it over as the matter is hot?

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

MEMORANDUM February 4, 1948

To: Mrs. Lewisohn and Messrs. Murrow, Carman, Packard and Nicely

From: Laurence Duggan

Mr. Seymour desires to make an addition on page four of his Suggested Plan for Financing the Expansion Program of the Institute of International Education.

There is attached herewith a substitute page four.

(This activity among corporations is likely to cover the balance of 1948, and should -- with the foundation grants -- cover all the required new financing for the five-year period. In any event, it should cover the necessary increases for the first three years, or until September 30, 1950.)

3. Individuals. During the course of soliciting foundations and corporations, attention should also be given to the solicitation of selected individuals; particularly those whose interest in the Institute may be linked rather intimately with a long-time friendship with Dr.Stephen Duggan, and who may not, therefore, require systematic cultivation.

Later, when the cultivation program has had a chance to make itself felt, and when the net requirements of the Institute are more clearly established, the solicitation of individuals should be broadened.

The aim here should be a double one.

First, of course, the Institute would be seeking funds -- and so far as possible on a pledge basis for the period ending September 30, 1952. Secondarily, the aim should be to obtain the nucleus of an individual constituency -- representing influential persons in all major sections of the country. (Some of these individuals may be persuaded to endow memorial scholarships, but this should be a wholly collateral activity, and not permitted to interfere with the main plan.)

IV. SUGGESTED PROCEDURE. To implement the method outlined above, the order of procedure should be substantially as follows:

1. Preparation. The first move is a task for the staff; namely, preparing the case for the Institute, and the necessary data for the prospect files.

A. Case. The material required for an effective appeal to foundations and corporations will include:

MINUTES OF THE ANNUAL MEETING OF THE BOARD OF TRUSTEES

INSTITUTE OF INTERNATIONAL EDUCATION

October 23, 1947

The annual meeting of the Board of Trustees of the Institute of International Education was held at 4 P.M. on Thursday, October 23, 1947, at the Cosmopolitan Club, 122 East 66 Street, New York City. Dinner was served at 7:15 P.M. and the Board continued its deliberations.

The following members of the Board were present:

Edward R. Murrow, Presiding
(in the afternoon)

Sarah G. Blanding
Harry J. Carman
(in the afternoon)
Joseph P. Chamberlain
Lawrence Duggan
Stephen Duggan
Virginia Gildersleeve
(presiding in the evening until 9 P.M.)
Bryn J. Hovde
Walter Kotschnig
Waldo G. Leland
Rev. Sam A. Lewisohn
Arthur W. Packard
Leland Rex Robinson
George J. Zook
(presiding after 9 P.M.)

Of the Staff:

Edgar J. Fisher, Assistant Director
Harry H. Pierson, Consultant

Guest:

Herschel Brickell (in the afternoon)

1. Minutes of the Previous Meeting.

The Minutes of the special meeting of the Board of Trustees of Wednesday, June 25, 1947, and of the Executive Committee meeting of October 14, 1947, were adopted as circulated.

2. Report of the Director.

The Director discussed activities of the Institute during the year 1946-47, calling attention to the following subjects:

A. Conclusion of arrangement with the National Catholic Education Association and National Catholic Welfare Conference for Institute administration of scholarships and fellowships in Catholic institutions.

B. Clarification of relationships with bi-national cultural organizations, including agreement recently arrived at with the American Scandinavian Foundation whereby the Institute handles in the U.S. the Foundation's scholarship program.

C. Enlistment of assistance of professional organizations in connection with placement of scholarship students.

D. Relations with the United States Government, covering developments under the Sargent Report.

E. Administration by the Institute of the special student ship project and the probability of renewal of this operation next year.

F. Liquidation operation by the Institute of certain trainee projects formerly administered by the International Training Administration.

G. Relations with UNESCO:
   1) Arrangement for handling the UNESCO scholarships donated by the American Chemical Society.
   2) Appointment of the Director to the Delegation to the UNESCO meeting in Mexico City.

H. Ruskin College labor scholarships.

I. New agreements for the administration of fellowship or placement programs:
   Particular reference was made to the arrangement with the Belgian Institute for Scientific Research in Industry and Agriculture.

J. Convening of the Second Chicago Conference of Foreign Student Advisers.

K. Arrangement with the Watumull Foundation for financial assistance for expanded work with India.

L. Fulbright Act
   1) Appointment of Director as a member of the Board.
   2) Request of the Board that the Institute administer the program of student grants under the Act.

In connection with the Fulbright Act, the Director advised that in view of the request of the Board of Foreign Scholarships that the Institute prepare a plan of administration of the student grants for consideration at the next meeting of the Board in December, and in view of his absence at the UNESCO Conference, he had employed the services of Mr. Herschel Brickell to head up a committee of certain trustees and staff to prepare this report.

The Director and Dr. Zook discussed the role of the American Council on Education with reference to the administration of the professor aspect of the Fulbright Act.

Dr. Zook pointed out that since he first approached Mr. Duggan, the State Department's plan had changed to include the other three major Councils so that he did not believe the arrangement of the American Council on Education and the Institute of 1926 was applicable. No action was taken.

There was a general discussion of the Director's report. In the course of this discussion Dr. Zook observed that the Department of State had assigned to public buildings all the proceeds received from the sale of government surplus equipment in Latin America. It Was Resolved, that the Director be authorized to take the initiative, in association with such persons as he may select, to make representations to the Department of State and to the Board of Foreign Scholarships in this matter, and that Senator Fulbright should be acquainted with this situation.

3. Report of the Committee on Publications.

The Committee on Publications presented its report which had previously been circulated to all the trustees.

Discussion followed the presentation of the Report, with a general exchange of opinion particularly concerning the "News Bulletin".

It Was Resolved, that space should be provided in the "News Bulletin" for signed editorials either by the Director, or other competent persons, that the editorials should be informative, and salient to the work of the Institute, and that they would not commit the Board of Trustees as to policy.

There was a discussion of the name, cover and present format of this publication. It Was Resolved, to refer these matters back to the Committee on Publications with power to act in the light of the discussion, and that for the present year, the "News Bulletin" would continue with its present name, cover and format, but with improved and extended material.

There was a discussion concerning the character of the material in the Annual Report of the Director, and it was general opinion that the Report should summarize succinctly in the text the major policies, programs and activities of the Institute, putting into appendices detailed discussions of the Institute operations. Comment was made favoring the inclusion of a financial statement of the Institute, but that this should be given for the public somewhat later after the general financial support of the Institute has been broadened.

It was Voted to approve the report of the Committee on Publications in the light of the discussion.

The Director announced that the American Book Company has requested permission to publish the handbook, "Meet the U.S.A." commercially.

4. Report of the Committee on Professors and Lecturers.

Dean Carman reported as chairman of this Committee, and indicated that the Committee desired to have more time to carry on its investigation. This was accepted as a report of progress.

5. Report on Fund-Raising.

The Director read a letter of September 19, 1947, from the Rockefeller Foundation, giving information of a grant of $100,000 to the Institute of International Education "for the maintenance and extension of the Institute's program for facilitating international exchange of persons during the period ending September 30, 1949".

The Director read a letter under date of September 30, 1947, from the Carnegie Corporation of New York, containing the following resolution, adopted by the Corporation's Executive Committee on September 25: "Resolved, That, from the balance available for appropriation in the Main Endowment Fund, the sum of one hundred thousand dollars ($100,000) payable in such instalments as may be mutually convenient, be, and it hereby is, appropriated to the Institute of International Education, toward its expansion program, provided a financial plan satisfactory to the President of the Corporation is submitted".

It Was Voted, that the Board of Trustees express its appreciation to the Rockefeller Foundation and to the Carnegie Corporation of New York for the generous grants made for the expanded activities of the Institute of International Education, and the Director was requested to transmit this expression of appreciation to the Presidents of the Foundation and the Corporation.

The Director presented a Memorandum of July 21, 1947, from Mr. Harold J. Seymour, including a brief proposal for the use of Mr. Seymour's professional services in connection with fund-raising for the Institute and making certain tentative suggestions. The Director recommended the appointment of a Development Committee which would draw up a plan in co-operation with the staff of the Institute, and suggested that it might be wise to add a person to the Institute's staff to implement the anticipated plan.

The following resolutions were noted:

It Was Resolved, that the President of the Board should appoint a Development Committee from the members of the Board of Trustees and that the Committee have power to co-opt other persons not members of the Board.

It Was Resolved, that the function of the Committee was:

a. to prepare the case for the Institute of International Education;
b. to estimate the needs;
c. to formulate a plan for raising the funds; and,
d. to make recommendations for the implementation of the plan.

It Was Resolved, that the Development Committee report to the Board at a Special Meeting, which it was hoped would be held not later than December 1947.

It Was Resolved, that Mr. Harold J. Seymour be employed for a year beginning November 1, 1947, to counsel the Institute in its fund-raising efforts and that his remuneration be $6,000.

6. Financial Statement and Budget.

The financial statement for the fiscal year October 1, 1946, to September 30, 1947, showing a net deficit on September 30, 1947, of $17,394.61 was presented and the proposed budget for 1947-48 was discussed. The following changes were made in the budget:

The salary item was decreased from $174,870.00 to $143,870.00.

The travel item was increased from $2,000. to $3,500.

The contingency item was increased from $6,000.00 to $6,899.55.

The deficit in the 1946-47 fiscal year operations was added, in order that it might be liquidated in the 1947-48 fiscal year.

It Was Resolved, that the budget be approved as amended. (A copy of the revised fiscal statement and budget is attached to the original of these Minutes and has been circulated to each member of the Board.)

The Director stated that the deficit had been temporarily financed by drawing upon designated funds. These are funds given to the Institute by private organizations and governments, U.S. and foreign, to cover non-administrative program costs.

It Was Resolved, that the Director arrange to reimburse these accounts, if necessary, by borrowing and It Was Further Resolved, that the Officers of the Board and the Director and Assistant Director hereby be clothed with the authority required by the Guaranty Trust Company to open a line of credit. (Copy of Guaranty Trust Company required resolution attached to original of these minutes.)

The financial statement and budget of the American University Union were presented as recommended for adoption by the Committee on the American University Union.

It Was Resolved, that they be adopted.

7. Amendment of By-Laws.

The Director pointed out that the By-Laws provided for a Board of Directors and that the chief executive officer was to be called Executive Director. The Institute letterhead refers to a Board of Trustees and Director. He had first thought that action might be taken at the meeting to change these titles but after consultation with Professor Chamberlain, and in view of the desirability of a thorough study of the Institute's set-up, he now recommended that no action be taken at this meeting.

It Was Resolved, that the chairman appoint a committee to study the corporate structure of the Institute and that the committee consult with the Development Committee to learn whatever views it may have on the nature of the Institute's organization.

8. Election of Officers.

It Was Resolved, that the present officers of the Board of Trustees be continued until the next meeting of the Board.

9. Office Administration.

A. Housing.

The Director reported on the housing situation. He explained that the Institute staff had increased to the point where it had outgrown the present quarters and unless drastic structural changes were made, new quarters would be needed. Accordingly, a search for new space was initiated. Space was finally located on the seventeenth floor of the Hotel Plaza where certain offices and semi-loft space became available for complete renovation and occupancy for office purposes. The landlord agreed to make at his own expense reasonable renovations. The rent would be $4.00 a square foot. With the administration of the Fulbright student exchanges about to be undertaken, the most attractive feature of the space was the availability of additional adjacent space for which the Institute would be given an option. The Executive Committee approved leasing space at the Hotel Plaza.

At the last minute the landlord at 2 West 45 Street agreed to provide additional space at the same rental as offered by the Plaza, but he would not undertake any renovation to make the existing space more usable nor would he promise additional space to take care of the staff needed for the administration of the Fulbright Act.

The Director stated that he was proceeding with the negotiations of a lease.

It Was Resolved, that the action of the Director be approved.

B. Assistant Director.

The Director advised the Board that he had informed Dr. Fisher of the decision of the Board, reached at the special meeting in June, to terminate his services at the end of the calendar year and of the conditions of such termination. So far as he knew, Dr. Fisher had not located any other position.

It Was Resolved, that in the name of the Board, Dr. Fisher be advised that if by December 31, 1947, he has not secured other employment, the Institute continue his services until he secures other employment or until he reaches 65, on a two-thirds time basis for duties and with a title to be determined by the Director and with compensation paid on a proportionate basis to his present salary (i.e., two-thirds of $9,200.); and that as long as he remains with the Institute, the Institute make up the difference between the five per cent he will pay while working at his new salary and what he would pay if he worked full-time, to the retirement pension fund. Furthermore, it was resolved that there be made record of the Board's appreciation of Dr. Fisher's long and devoted and helpful service to the Institute.

The meeting was adjourned at 10:45 P.M.

CONFIDENTIAL

MINUTES
of
Meeting of Executive Committee, January 21, 1948

Present: Mr. Edward R. Murrow, Chairman; Mr. Laurence Duggan, Dean Harry J. Carman, Mrs. Sam Lewisohn, Mr. Arthur Packard, Mr. James M. Nicely. Dr. Stephen P. Duggan and Mr. Harold J. Seymour attended as guests.

Absent: Miss Virginia C. Gildersleeve, Dr. Leland Rex Robinson, Mr. G. Howland Shaw.

1. Financial Report.

The Director reported that the first quarter of the present fiscal year ended with an operating surplus of $11,000. He said that he was not in favor of using any part of this surplus for reduction of the deficit of $17,394.61 carried over from the previous fiscal year since the surplus was the result of receiving the two new grants of the Carnegie Corporation and the Rockefeller Foundation which were given to finance expansion of the Institute and not to cover past deficit.

With respect to the deficit incurred in the previous fiscal year, the Director reported that he had not followed the instruction of the Board of Trustees to finance this with a bank loan since he found he had been misinformed by the accountant as to the source of the funds with which this operating deficit had been financed. The funds were not designated Government funds, but funds given to the Institute for covering the administrative expenses of contracts, many of which extend over several years. Since there were no restrictions in the arrangements covering the use of the administrative funds, the Director said he believed that there was no reason to negotiate a loan which would cost the Institute interest and that his view had been concurred with by the officers of the Guaranty Trust Company, Fifth Avenue Branch.

After the discussion, it was moved and seconded that subject to the concurrence of the Treasurer as to the propriety thereof, the 1946-47 deficit continue to be financed out of funds given the Institute to cover administrative services on contracts still running; and, in the event that the Treasurer does not concur, the Director borrow sufficient funds to finance the deficit.

A motion was carried authorizing the employment of Mr. Herschel Brickell to launch the Fulbright operation at the rate of $38.46 per day.

II. Authorization to sign lease at 2 West 45 Street.

The Director explained that he had not signed a lease as authorized by the mail poll of the Executive Committee because the owners of the building were not in a position to commit themselves by lease to additional space which the Institute had placed as a condition of its signature on a new lease. It has now been orally agreed with the building agent that the Institute will continue on the sixteenth floor at the present rental and will be given additional space on other floors as it becomes available until such time as the owners can provide a half floor on either the fifteenth or the seventeenth floors. At this time a new all inclusive lease will be signed covering all of the space. Until this time, this additional space will be paid for at the rate which is now being charged the present tenants.

In discussing the renovation of the interior of the sixteenth floor on the basis of a plan presented by the Institute, the owners objected to paying the cost of installing a kitchen unit, an acoustical ceiling in the Reception Room, and of new lighting fixtures. The owners considered these special features desired by the Institute for its own convenience and therefore should be paid for by the Institute. The cost of these improvements would run to $2,200.

The Director stated that he hoped Mr. Reed, of the General Electric Company, might provide the kitchen installation. Mr. Packard and Mr. Seymour thought that a request that he contribute this installation might injure possibilities of getting other funds from him. They suggested, with the support of the other members of the Executive Committee, that the Institute consult Mr. Reed with regard to what it had in mind with regard to interior renovation in the thought that he might wish to bear the entire cost.

A motion was carried conferring on the President and the Director power to sign a lease at 2 West 45 Street and to commit up to $2,500. of available funds for interior renovations desired by the Institute and not properly chargeable to the owner.

III. Authorization of signatures on checks.

A motion was made approving the following signatures on checks:

Two (2) signatures required:

1. Two (2) officers
2. One (1) countersigner and one (1) officer
3. No two (2) countersigners

The following are officers:

Laurence Duggan, Director
Edgar J. Fisher, Assistant Director
J. Charles Baidinger, Administrative Officer

The following are countersigners:

Edna Duge
John T. Finneran
Lillie T. Sutherland

IV. Motions upon the death of Judge John Bassett Moore and Professor Paul Monroe.

Motions were carried approving the resolutions attached.

V. Request of UNESCO National Commission.

The Director stated that the Department of State and the Executive Secretary of the United States UNESCO Commission requested the Institute's cooperation in arranging the visits to university centers in this country of Dr. E. Ronald Walker, Economic Counselor of Australia, and Dr. Clarence Beddy, Director of Education, of New Zealand. Both of these men have been prominent in UNESCO affairs and have been suggested as possible successors to Dr. Julian Huxley, whose term expires at the end of 1948.

The Director said that he thought he should comply with this request and the Committee gave its approval.

VI. Plans regarding next meeting of the Board of Trustees.

a) Nominations.

The President reported the appointment of a Nominations Committee consisting of Mrs. Sam Lewisohn, Mr. James N. Nicely and Dean Harry J. Carman, charged with bringing in a new slate of nominations to be considered at the special meeting of the Board of Directors.

b) Revision of By-Laws.

The By-Laws Committee, consisting of Messrs. Murrow, Packard, Robinson and Duggan, was invited by Mr. Murrow to meet with him at his house for dinner on Monday night, January 26, at 6 o'clock. Invited to participate in these discussions were Professor Duggan, Mr. Seymour and Mr. Duncan.

John Bassett Moore

Judge John Bassett Moore was a member of the original Board of Trustees of the Institute of International Education and a regular and faithful attendant at its meetings. He devoted his time and attention generously to the welfare of the Institute, and was at the service of the Director as a wise and earnest counselor. With quiet dignity and a genial spirit, Judge Moore presided over the deliberations of the Board of Trustees while he was President, until failing health made it impossible for him to attend the evening meetings.

Our distinguished colleague was an outstanding authority on international law and was honored as such throughout the world. He was one of the first jurists to be elected to the Permanent Court of International Justice. Scholar of the first rank and learned jurist, influential guide for generations of students, and diplomat of distinction, John Bassett Moore was honored by many institutions of higher learning in the United States and by learned societies in other countries.

The devotion and service of Judge Moore to the Institute of International Education in its many activities can best be understood by his colleagues throughout the years. We salute him in affectionate and permanent remembrance!

This Resolution is ordered spread upon the Minutes of the Board of Trustees and a copy forwarded to Judge Moore's family.

January 21, 1948

Paul Monroe

Professor Paul Monroe was one of the original members of the Board of Trustees ofthe Institute of International Education. His immense scholarship in the field of the History of Education culminated in the publication of the Cyclopedia of Education, which has been of inestimable service to scholars and students in every country of the world.

Professor Monroe was the outstanding scholar in the United States in his knowledge of Chinese civilization and culture. When the Boxer Indemnity Fund was established he was appointed one of the American members to administer this Fund and became its Chairman. The outstanding success of the Fund in enabling thousands of Chinese students to study in the colleges and universities of the United States is a tribute to Professor Monroe as an educational statesman.

Professor Monroe was appointed Chairman of the Philippine Educational Commission that made a survey in 1925 of the status of education under the American Occupation of the Islands. The survey was of such merit as to cause its recommendations to be carefully studied by all colonial powers.

Professor Monroe was devoted in his adherement to the ideals of the Institute of International Education. He was one of the most faithful attendants at the meetings of the Board of Trustees and the wisdom he displayed in his discussions was of the greatest service in making its decisions.

RESOLVED, That this Resolution be spread upon the Minutes of the Board of Trustees and that a copy be forwarded to Professor Monroe's family with the deep sympathy of the Board.

January 21, 1948.

C
O
P
Y

Mrs. John Bassett Moore
960 Park Avenue
New York 28, N. Y.

January 28, 1948

Mr. Laurence Duggan, Director
Institute of International Education
2 West 45 Street
New York 19, NewYork

Dear Mr. Duggan:

The family and I appreciate very deeply the Resolution in memory of Judge Moore which you recently sent me. It is a beautiful tribute to him, and gives a very faithful account of hislong life. We send our sincere thanks to you and each member of the Board of Trustees.

With kindest regards, I am

Sincerely yours,

(Signed) Helen F. Moore

(Copy - Translation)

"U C H I T E L S K A Y A G A Z E T A"
("Teacher's Gazette")

No. 5, 30th January, 1948.

THE "HIGH AIMS" OF MR. DUGGAN
(Full Summary of 2-1/2 column article)
by Prof. M. Bernstein.

The magazine "America" published for Russian readers by the US Information Bureau, kindly lent the pages of its twelfth number to Professor Stephen Duggan and his son, Directors of the Institute of International Education, in New York, on the question of "international exchange of students and scholars". The article is richly illustrated with idyllic pictures of students from Hungary, Mexico, India, Iceland, Greece, and Palestine, relaxing, eating, reading and working in laboratories. The authors are discursively eloquent on the "need for a mutual understanding which would pass the barriers of race, nation and creed" on "the strengthening of good will and community of aims between the democratic countries". They try to convince Soviet readers that their Institute of International Education (IIE) has from its very inception concerned itself only with the attainment of these high aims.

Duggan is trying to extend the activity of the IIE to the USSR. He has made similar attemps not a few times before, but without success, for it is well known in the Soviet Union what Mr. Duggan and the Institute, which he heads, represent.

The IIE came into being literally on the day following the end of the first World War when the most aggressive section of American monopoly capital had placed on the agenda the question of the world hegemony of the USA. The new foreign political tasks of American imperialism called to life new organizational forms of political, economic and ideological expansion. A distinct and important role in the general scheme for the ideological offensive was assigned to the "educational" cadres of American imperialism.

The Institute of International Education was organized under the stamp of the well-known philanthropic Carnegie fund. But this was merely a mask and not a particularly clever one. From the very first days of its existence, the IIE had been the centre of international propaganda for American reaction, the nursery of a special detachment of American residents in all parts of the globe. As from 1926 when the Institute had given practical evidence of its ability to perform the tasks laid upon it, a special conference of representatives of the Morgan and Rockefeller philanthropic organizations financing the Institute and of representatives of the American Education Council which was the ideological and political inspiration behind it, turned the IIE into a monopoly American institution for international pedagogic relations, for training legal "pedagogic" spies and informers and for establishing an "American column" in every country.

Moreover, from 1939 onwards the IIE in practice controlled the entire work of consultation, information and orientation as well as of supervision connected with all foreign students studying in American higher education establishments even of those who do not enjoy the material support of the Institute and who have no need whatsoever of its guardianship. In other words, since the beginning of the '40s, the IIE has held in its hands all the threads of American foreign pedagogic relations.

The annual reports published by the Institute and the writings of Duggan himself, give an idea of the proportions, forms and methods of the work of this outpost of US "pedagogic" aggression and reveal the immense danger which its many-sided activity presents to the independence of peoples, to real democratic peace and cultural progress.

As to the political colour of the Institute, it will suffice to say that one member of its management is the notorious John Foster Dulles - one of the most violent of the warmongers, publicly branded by A. Ya. Vyshinski; others are Thomas Lamont - big banker and director of a number of industrial and transport corporations; E. Morrow - reactionary radio commentator; Paul Monroe, Virginia Gildersleeve, a whole pleiad of such educationalists with long experience in planting American "educational" institutions in colonial and semi-colonial countries.

The chief activity of the IIE is the organization of international student exchanges. In the 25 years of its existence it has sent about 2.5 thousand American students abroad, and placed more than 3000 students from Europe, Asia and South America in American colleges.

The American students have to pass through a two-fold political filter - they are selected by special selection committees attached to the establishments and colleges which have made the agreement with Mr. Duggan in the transaction concerned. The recommendation of their own colleges alone, however, is not enough; candidates must pass before a selection committee in the Institute of International Education itself.

Every student sent abroad must present two reports to the Institute - one during his stay, the other on his return home. These reports are secret and may be used only for the information of other students who are subsequently sent to the same country.

Two important criterions in the selection of candidates are: positive references from "politically reliable" persons and a capacity for getting on with other people. Students sent abroad by the IIE are advised not to confine themselves to their academic pursuits, but to "study the cultural, political and social life of the country to which they are sent, make friends with the local students and visit their homes, and establish friendly relations with the population".

The information which comes in through the Institute, as Duggan proudly declares, is more correct and reliable than that procured by the State Department through its Intelligence agents.

The real nature of the training which the IIE gives to American students staying abroad was "brilliantly" demonstrated during the recent war: in the words of its director the Institute became a reserve from which the American War Department and other state organs could draw trained cadres of occupation experts and colonisers. And one cannot but agree with Mr. Duggan that in this respect "the IIE justified the hopes of its real patrons and friends".

Since its inception the IIE has placed over 3000 foreign students in specially selected US colleges. They, unlike their American opposites, have to pass through a three-fold filter. Besides the selection made in Institutes in their own countries they must also come before a selection board organised in their countries and obliged to include two American residents there who enjoy the confidence of Duggan & Co. The final say

belongs to a selection committee in the IIE itself.

When he has finally passed through all these filters and won a scholarship from the Institute, the foreign student comes under its total guardianship and the tireless supervision of its agents in American colleges. In practice he is told which college he must enter. There he is directed by a specially chosen "professor" who "advises" him in all questions, even in the choice of newspapers and magazines to read, meetings to attend, and in the organisation of his private relationships. All this is done in order that the student shall form "real enthusiasm for the American way of life and American civilization".

In the words of Duggan, only very few foreign students fail to yield to this "ideological" suasion. This is very likely, for the "fortunates" honoured with Duggan's "bounty" are naturally the offspring of the families of the ruling cliques in foreign states who are, according to Duggan, "candidates for leading public service" in their own country. Such selection is, of course, no mere chance. In its work with foreign students the IIE sets itself far-reaching goals; it plans to establish an American core among the ruling classes of the corresponding countries. As the Second World War again showed, in its respect too its calculations have justified themselves to a considerable extent. Duggan maintains that "the majority of foreign students who have passed through the IIE have proved loyal friends of the USA". It is among them that the Americans now seek and find "convinced" supporters of the "Truman doctrine", who fawn to Uncle Sam and are prepared to sell and betray the national sovereignty and the national dignity of their country for a dollar sop.

The second extensive branch of the IIE's activity is its "academic exchanges", i.e., the organization of lectures by foreign scholars in American colleges and by American scholars in foreign colleges. The selection of scholars invited to America, like the selection of American professors sent abroad, has a specific character. Both, as a rule, belong to the openly reactionary camp. In any case they must all be absolutely "reliable" from the point of view of capitalist ideology and "loyal" to American policy.

The IIE has spared no energies to organize "lecture tours" for such venerable "scholars" as ... the former President of the German Reichsbank, Schacht, and the Italian diplomat, Carlo Sforza, as well as a visit of the notorious airman Lindberg to the Latin-American and Far Eastern countries "to study schools, universities and the education systems as a whole".

The Nuremberg trial of the main German War criminals proved beyond doubt the "academic" nature of Schacht's visit to the USA. Evidently Duggan did not foresee such an end for his fascist protege when in 1943 he tried to deceive American and world public opinion by asserting that "Schacht did not receive a cent of credit from America".

Nor could Duggan, evidently, foresee that the secret of the sudden "pedagogic" transformation of Lindberg would be given away by his friend and companion-in-arms, John Barrett, who told representatives of the press that the visit of the "American prince", Colonel Lindberg, to Latin America, had been planned in order to weaken the impression made by the visit of the then Prince of Wales.

On the other hand, Duggan not only foresaw but awaited with impatience proofs of the beneficial influence of the IIE on his friend, Sforza. When, with the aid of his American protectors, the latter attained to the office of Italian Foreign Minister, he instructed his newspaper to declare that "any power which has signed the peace treaty may make any armed landing it please on any part of the Italian coast ...".

After this, how could Duggan not boast of his successes in organising "academic exchanges" and in "strengthening mutual understanding between democratic peoples"...

What is the real attitude of Duggan and his Institute to the Soviet Union? In his last article in "America" he writes that "ignorance and prejudice are the primary factors which give birth to ill-will and conflict between peoples". These words apply perfectly to Duggan himself. All his activity and writings have proved not only his prejudice and ignorance in questions concerning the USSR, but also his complete inability to learn the appropriate lessons from his personal "experience" in this sphere.

The Socialist Revolution aroused in Duggan alarm and terror almost bestial. With the solemn mien of the venerable "scholar" he took to producing vile fictions about the "Bolshevist terror which has deprived Russia of her intellectual forces", the Bolsheviks as disturbers of peace throughout the world", and so on.

With the generous means put at his disposal by Morgan and Rockefeller he has made repeated attempts to prepare an American core for the USSR - through his "Russian Student Fund" mobilising White Russian emigrés and by personal visits to the Soviet Union in 1925 and again in 1934.

He has met, however, with repeated failure. The frontiers of the USSR have proved firmly barred to his agents. Nothing has been left but to return to his old weapon against the Soviet people - slander. And in this respect, in his last, autobiographical book, - "A Professor in the Wildest Sense of the World" - he has excelled himself.

Such is Mr. Duggan, who conceals beneath the gown of "Professor of International Pedagogy" a poisoned weapon of Intelligence and espionage; such is the Institute under his direction.

"Teacher's Gazette", No. 5, 1948.

PATTERSON, BELKNAP & WEBB
(CURTIS & BELKNAP)
ONE WALL STREET
NEW YORK 5, N.Y.

ROBERT P. PATTERSON
CHAUNCEY BELKNAP
VANDERBILT WEBB
RICHARD H. MCCANN
JOHN V. DUNCAN
WINDSOR B. PUTNAM
RICHARD G. MOSER

JAMES F. CURTIS
COUNSEL

CABLE ADDRESS
CURTISITE

January 23, 1948.

Messrs. Duggan,
Murrow,
Packard,
Robinson and
Seymour.

Gentlemen:

At Mr. Duggan's suggestion, I enclose a copy of the proposed by-laws of Institute of International Education, Inc. to be discussed at the meeting to be held Monday, January 26th.

Very truly yours,

John V. Duncan

Enclosure

1/22/28

PROPOSED BY-LAWS OF

INSTITUTE OF INTERNATIONAL EDUCATION, INC.

ARTICLE I

Members

The members of the corporation shall consist of the persons named in the Certificate of Incorporation as incorporators and trustees, together with any other person or persons elected as trustees, and their successors. The election of a person as trustee shall be likewise an admission to membership in the corporation. No one shall continue to be a member of the corporation after ceasing to be a trustee.

ARTICLE II

Trustees

Section 1. The number of trustees shall be 21, but the number may be increased to not more than 50, or diminished to not less than 5, by amendment of these by-laws. The trustees shall be elected annually by ballot.

Section 2. Every trustee shall continue in office until his successor shall have been elected and qualified or until he shall cease to be a trustee through death, resignation or age limitation. In case any trustee shall by death, resignation or otherwise cease to be a trustee during his term, his successor may be elected by ballot at any meeting of the members

of the corporation or of the Board of Trustees to serve for the remainder of the term. After October 1, 1948, no person, other than a person who was an incorporator of the corporation, who shall have reached the age of 65 years shall be eligible for election or reelection as a member of the corporation or of the Board of Trustees.

Section 3. Any trustee may be removed, either with or without cause, at any time, by the affirmative vote of a majority of the members or of the trustees, given at a special meeting of the members or of the trustees called for the purpose; and the vacancy in the Board caused by any such removal may be filled by the members or the trustees at such meeting.

Section 4. Any trustee may resign by a notice in writing to the President or Secretary.

ARTICLE III

Corporate Action

Every meeting of the persons who are from time to time both the members and the trustees of the corporation at which there is a quorum shall be deemed to be and shall be a meeting of the corporation and of the Board of Trustees, and any action taken at such meeting shall be deemed to be and shall be the action of the members and/or of the Board of Trustees in so far as such action by both or either of such bodies is authorized by law. Action taken at such meetings, in the capacity of members or trustees, shall be recorded in one set of minutes, which need not distinguish between the different capacities in which action is taken. Any notice or

waiver of notice of a meeting of members or trustees shall be deemed to be and shall be a notice or waiver respectively of a meeting in both capacities. Whenever the word "meeting" is used in these by-laws, it shall be construed to mean a meeting in the double capacity of members and trustees, unless the meaning is limited by the context to a meeting in one or the other single capacity.

ARTICLE IV

Meetings

Section 1. The annual meeting of the members of the corporation shall be held on the third Thursday of November in each year.

Section 2. Stated meetings of the Board of Trustees shall be held on the third Thursday of November in each year (immediately following the annual meeting of the members of the corporation), and on the third Thursday of February and June, respectively.

Section 3. At the request of the Chairman of the Board of Trustees, the President, or any five members of the corporation or of the Board of Trustees, the Secretary shall call a meeting of the corporation or of the Board of Trustees. Not less than five days written notice shall be given of each meeting of the members of the corporation or of the Board of Trustees.

Section 4. All meetings of the members of the cor-

poration and of the Board of Trustees shall be held at such time and place in the State of New York as shall be determined by the Board of Trustees. In the absence of such determination, the Secretary may determine the time and place within the State of New York for such meetings.

Section 5. Any member of the corporation may by writing or telegram appoint any other member of the corporation to act as his proxy, in the capacity of member but not in the capacity of trustee, at any meeting of the corporation.

Section 6. One-third of the members of the corporation, or, if one-third is nine or more, nine members of the corporation, present in person or by proxy, shall constitute a quorum for the transaction of business at meetings of the members of the corporation; but in the absence of a quorum the majority of those present in person or by proxy at the time and place set for a meeting of the members of the corporation may take an adjournment from time to time until a quorum shall be present.

Section 7. One-third of the full authorized number of members of the Board of Trustees present in person shall constitute a quorum for the transaction of business at meetings of the Board; but in the absence of a quorum a majority of those present in person at the time and place set for a meeting of the Board may take an adjournment from time to time until a quorum shall be present.

Section 8. At the annual meeting of the members of the corporation, the trustees, as required by the provisions of the Membership Corporations Law, shall present a report, verified by the President and Treasurer, or by a majority of the trustees, showing the whole amount of real and personal property owned by the corporation, where located and where and how invested, the amount and nature of the property acquired during the year immediately preceding the date of the report and the manner of acquisition thereof; the amount applied, appropriated or expended during the year immediately preceding such date, and the purposes, objects or persons to or for which such applications, appropriations or expenditures have been made; and the names and places of residence of the persons who have been admitted to membership in the corporation during such year, which report shall be filed with the records of the corporation and an abstract thereof entered in the minutes of the proceedings of the annual meeting.

ARTICLE V

Executive Committee

Section 1. Between meetings of the Board of Trustees all of its powers and duties shall be exercised and performed by an Executive Committee consisting of trustees who shall be elected by ballot by the Board of Trustees at its stated meeting in November of each year, or if there shall be no election

at such meeting, then at any subsequent meeting of the Board, to serve until the stated meeting of the Board in the following November, and until the election and qualification of their successors. The Executive Committee may fill vacancies in its own number. The Board of Trustees may at any meeting fill any such vacancies then existing.

Section 2. members of the Executive Committee present in person shall constitute a quorum for the transaction of business at meetings of the Committee.

Section 3. The Executive Committee shall elect its own chairman and may make such rules and regulations as from time to time it may deem proper for its own government and for the transaction of its business, except as otherwise provided by the by-laws or directed by the Board of Trustees.

Section 4. The Executive Committee shall keep regular minutes of its actions and shall make these minutes available at all meetings of the Board of Trustees.

ARTICLE VI

Officers

Section 1. The officers of the corporation shall include a Chairman of the Board of Trustees, one or more Vice Chairmen of the Board of Trustees, a President, one or more Vice Presidents (one of whom may be designated the Executive Vice President), a Secretary and a Treasurer. The Chairman of the Board of Trustees, the Vice Chairman of the Board of Trustees,

and the President shall be members of the Board of Trustees at the time of their election.

Section 2. All of the offices above mentioned shall be filled by election by ballot at the stated meeting of the Board of Trustees in November of each year, or, in the absence of an election at such meeting, then at an adjournment thereof, or at any other meeting of the Board of Trustees.

Section 3. The Board of Trustees at any meeting may elect one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as it may from time to time determine, and may, by action not inconsistent with the by-laws, define their duties. Any offices may be combined and held by the same person, except that the same person shall not hold more than one of the offices of Chairman of the Board of Trustees, Vice Chairmen of the Board of Trustees, President and Vice President, and the same person shall not hold both the offices of Secretary and Treasurer.

Section 4. All officers shall hold office at the pleasure of the Board of Trustees, but in no event beyond the next following stated meeting in November of the Board of Trustees and the election and qualification of their respective successors. A vacancy in any office may be filled by the Board of Trustees at any meeting.

Section 5. No officer shall receive any salary or other compensation from the corporation unless authorized by the concurring vote of two-thirds of the full authorized number

of trustees.

ARTICLE VII

Chairman of the Board of Trustees

The Chairman of the Board of Trustees shall be the chief executive officer of the corporation, and shall preside at all meetings of the members of the corporation and of the Board of Trustees at which he is present.

ARTICLE VIII

Vice Chairmen

The Vice Chairman of the Board of Trustees designated by the Chairman of the Board of Trustees shall, in the absence of the Chairman of the Board of Trustees, preside at meetings of the members of the corporation and of the Board of Trustees at which he is present. He shall also, in the absence or during the disability of the Chairman of the Board of Trustees, have all the powers and perform all the duties of the Chairman of the Board of Trustees. The Chairman of the Board of Trustees may also confer additional powers and duties on any and all of the Vice Chairmen.

ARTICLE IX

President

The President shall be the chief administrative officer of the corporation and shall have such powers and perform such duties as may be prescribed by the Board of Trustees

or the Chairman of the Board of Trustees. Except as otherwise provided by the by-laws or by resolution of the Board of Trustees, the President shall sign for the corporation all deeds and other agreements and formal instruments authorized by the Board of Trustees or the Executive Committee.

ARTICLE X

Vice Presidents

The Executive Vice President shall, in the absence or during the disability of the President, have all the powers and perform all the duties of the President. Such other Vice Presidents as may be designated by the Chairman of the Board of Trustees, shall, in the absence or during the disability of the President and the Executive Vice President, have all the powers and perform all the duties of the President.

ARTICLE XI

Secretary and Assistant Secretaries

Section 1. The Secretary shall keep the minutes of all meetings of the members of the corporation, of the Board of Trustees, and of the Executive Committee. He shall have custody of the corporate seal, shall notify trustees of their election, and shall perform such other duties as may be assigned to him by the Board of Trustees, or by the Chairman of the Board of Trustees, or by the President.

Section 2. Assistant Secretaries shall perform such duties as may from time to time be assigned to them by the

Board of Trustees or by the Secretary, with the approval of the Board of Trustees.

ARTICLE XII

Treasurer and Assistant Treasurers

Section 1. The Treasurer shall have custody of the funds and securities of the corporation. He shall deposit the funds of the corporation with such depositary or depositaries as may from time to time be designated by the Board of Trustees. He shall deposit the securities of the corporation in such deposit vault or in the custody of such institution as may from time to time be designated by the Board of Trustees. He shall keep the books of account of the corporation and shall submit such account of his acts as Treasurer and of the financial condition of the corporation as the Board of Trustees may from time to time require.

Section 2. Assistant Treasurers shall perform such duties as may from time to time be assigned to them by the Board of Trustees or by the Treasurer, with the approval of the Board of Trustees.

Section 3. The Treasurer and any Assistant Treasurer, if required by the Board of Trustees, shall each give a bond for the faithful discharge of his duties in such sum as may be fixed by the Board of Trustees. The expense of such bonds shall be paid by the corporation.

ARTICLE XIII

Nominating Committee

There shall be a Nominating Committee of three members of the Board of Trustees to be appointed at the annual meeting of the Board by the Chairman of the Board of Trustees. It shall be the duty of this Committee to make timely recommendations regarding trustees, officers and committees (whose nominations are not otherwise provided for) to be elected at any meeting.

ARTICLE XIV

Advisory Council

There shall be an Advisory Council of 45 persons to be appointed annually by the Board of Trustees at the stated meeting of the Board in November or, in default of appointment at such meeting, at any subsequent meeting of the Board called for that purpose. The members of the Advisory Council shall be divided into three classes, each class consisting of 15 persons who are affiliated with the colleges and universities, teacher training institutions, cultural agencies, professional societies, religious groups, fraternities and sororities in the three respective geographical areas to be selected by the Board of Trustees, and of a few persons in such geographical areas, chosen for their ideas and general standing regardless of affiliation.

The Advisory Council shall advise the Board of Trustees

and the officers from time to time at their request. The Advisory Council shall meet once each year on a date in April to be designated by the Chairman of the Board or the President.

ARTICLE XV

Committee on the American University Union

Section 1. There shall be a committee of persons to be known as the Committee on the American University Union to advise in regard to the corporation's work abroad with respect to the American University Union (Paris) and to perform such duties in connection therewith as may be delegated to it by resolution of the Board of Trustees of the corporation.

Section 2. Except as otherwise provided by the Board of Trustees, the Committee shall elect its Chairman and shall make such rules and regulations as from time to time it may deem proper for its own government.

ARTICLE XVI

Committees on Governmental Scholarships

Section 1. There shall be a national committee of persons to be known as the "National Committee on Governmental Scholarships" and five regional committees, each consisting of persons, to be known as the " Regional Committee on Governmental Scholarships" to pass upon applications for scholarships in connection with the exchange of students, par-

ticularly the exchange of students to be financed pursuant to the provisions of Governmental Acts, including the Congressional Act known as the Fulbright Act, and to advise the Board of Trustees in regard to matters which may arise in connection with such exchange of students and the operations of such Governmental Acts. The Board of Trustees shall define the jurisdiction of each of such committees and may confer upon them such additional duties, subject to the provisions of these by-laws, as the Board of Trustees may from time to time determine. Each of such committees shall at all times be subject to the authority of, and accountable to, the Board of Trustees.

Section 2. Except as otherwise provided by these by-laws or by the Board of Trustees, each committee shall elect its Chairman and shall make such rules and regulations as from time to time it may deem proper for its own government.

ARTICLE XVII

Other Committees

Section 1. The Board of Trustees may appoint such other committees as the purposes of the corporation may require, which committees shall hold office for such period, have such authority and perform such duties as the Board of Trustees, subject to the provisions of these by-laws, may from time to time determine. The Board of Trustees may confer upon any officer or committee the power to appoint any such committees.

Section 2. Except as otherwise provided by the Board of Trustees, each committee shall elect its Chairman and shall make such rules and regulations as from time to time it may deem proper for its own government.

ARTICLE XVIII

Fiscal Provisions

Section 1. The fiscal year of the corporation shall be the twelve month period ending on the 30th day of September of each year.

Section 2. Funds of the corporation on deposit with any bank or trust company shall be subject to withdrawal on the signature of such person or persons as may be determined from time to time by resolution of the Board of Trustees.

Section 3. Securities of the corporation deposited in any safe deposit box or held by any custodian shall be subject to withdrawal by such person or persons as may be determined from time to time by resolution of the Board of Trustees.

Section 4. Any two of the following persons, viz., President, Vice President, Treasurer and Assistant Treasurer, shall have authority to execute, under seal, such form of transfer and assignment as may be customary or necessary to constitute a transfer of stocks, bonds, rights or other securities standing in the name of the corporation.

Section 5. A corporation or person transferring any such stocks or other securities, pursuant to a form of transfer

or assignment so executed, shall be fully protected and shall be under no duty to inquire whether or not the Board of Trustees or Executive Committee has taken action in respect thereof.

Section 6. The books and accounts of the corporation shall be audited annually by independent auditors who shall be chosen by the Board of Trustees. A copy of the report of said audit shall be delivered to the corporation for review annually by its Board of Trustees.

ARTICLE XIX

Seal

The seal of the corporation shall be in the following form:

ARTICLE XX

Amendments

These by-laws may be amended at any duly convened meeting of the Board of Trustees by the affirmative vote of a majority of all the members of the Board of Trustees or at any duly convened meeting of the members of the corporation by the affirmative vote of a majority of all the members present. Unless otherwise required by law, notice of such amendment need not be given in the notice of the meeting.

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45*th* STREET
VAnderbilt 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

BOARD OF TRUSTEES

SARAH G. BLANDING
LINDSAY BRADFORD
HARRY J. CARMAN
JOSEPH P. CHAMBERLAIN
JOHN S. DICKEY
LAURENCE DUGGAN
STEPHEN DUGGAN
VIRGINIA GILDERSLEEVE
BRYN J. HOVDE
WALTER KOTSCHNIG

LAURENCE DUGGAN, A.B.
DIRECTOR

EDGAR J. FISHER, Ph.D.
ASSISTANT DIRECTOR

BOARD OF TRUSTEES

WALDO G. LELAND
MRS. SAM A. LEWISOHN
JOHN BASSETT MOORE
EDWARD R. MURROW
JAMES M. NICELY
ARTHUR W. PACKARD
PHILIP REED
LELAND REX ROBINSON
G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

January 14, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
Earle Building--News Room
Washington, D. C.

Dear Ed:

I took the liberty of calling a meeting of the committee to work on the By-Laws after the Executive Committee meeting on Wednesday. I hope that this is all right with you. Robinson may not be present. Is there someone else you would want to substitute for him?

Yours,

Larry

Laurence Duggan

P.S. Mrs. Lewisohn has called to say she doesn't feel that she should act as chairman of the Nominating Committee.

(cc Mr. Murrow at
485 Madison Avenue, New York)

COPY

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

January 14, 1948

Mr. Edward R. Murrow
Columbia Broadcasting System
Earle Building--News Room
Washington, D.C.

Dear Ed:

I took the liberty of calling a meeting of the committee to work on the By-Laws after the Executive Committee meeting on Wednesday. I hope that this is all right with you. Robinson may not be present. Is there someone else you would want to substitute for him?

Yours,

Laurence Duggan

ld:bt

P.S. Mrs. Lewisohn has called to say she doesn't feel that she should act as chairman of the Nominating Committee.

(cc: Mr.Murrow at 485 Madison Avenue, New York)

Columbia College
Columbia University
New York 27, N. Y.
OFFICE OF THE DEAN

14 January 1948

Mr. Edward R. Murrow
485 Madison Avenue
New York, New York

Dear Ed:

Please forgive me for not replying more promptly to your letter of January 5th. I have been out of the City for some days. I will be delighted to serve on the Nominating Committee.

As ever,

Harry

Harry J. Carman
Dean

Guaranty Trust Company of New York
One Hundred Forty Broadway
New York 15, N.Y.

January 7, 1948

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, N.Y.

Dear Ed:

In reply to your letter of January 5th I am glad to accept service on the Nominating Committee for the Institute.

Sincerely yours,

James M. Nicely

James M. Nicely

emo

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VAnderbilt 6-1471

NEW YORK 19, N. Y.
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ARTHUR W. PACKARD
PHILIP REED
LELAND REX ROBINSON
G. HOWLAND SHAW
JUAN TRIPPE
GEORGE F. ZOOK

January 5, 1948

Yes

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

There will be a meeting of the Executive Committee of the Institute on Wednesday, January 21, at 12:30 P.M. in my office. A light lunch will be served.

I very much hope that you will be able to attend. Kindly return the enclosed postal card, indicating whether you will be present.

Sincerely yours,

Larry

Laurence Duggan

Enclosure

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

January 5, 1948

Dear Mr. Hicely:

I want to set up a small Nominating Committee for the Institute. It will require at most two meetings. I am also asking Mr. Lawsohn and Dean Carman to join the committee. I hope you can accept.

Sincerely yours,

Mr. James M. Hicely
30 East 71st Street
New York, New York

COPY

E. R. M.
F. 1155

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

January 5, 1948

Dear Dean Carman:

I want to set up a small Nominating Committee for the Institute. It will require at most two meetings. I am also asking Mr. Levinson and Mr. Nicely to join the committee. I hope you can accept.

Sincerely yours,

Dean Harry J. Carman
21 Claremont Avenue
New York, New York

E. R. M.
F. 1155

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

January 5, 1948

Dear Mrs. Lewisohn:

I want to set up a small Nominating Committee for the Institute. It will require at most two meetings. Would you act as chairman? I am asking Dean Carman and Mr. Nicely to join the committee.

Sincerely yours,

Mrs. Sam A. Lewisohn
115 East 73rd Street
New York 21, New York

COPY

E. R. M.
F. 1155

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

December 8 1947

TO: Messrs. Murrow, Packard, Seymour

FROM: Laurence Duggan

With the approval of Mr. Murrow, I got in touch with Mr. John V. Duncan, of the firm of Curtis, Belknap & Webb, 1 Wall Street, who has been recommended by Mr. Packard as a lawyer particularly well versed in membership corporation law. Mr. Duncan and I had a long conversation with regard to the corporate structure of the Institute. We went over the Certificate of Incorporation and the by-laws, as well as the enclosed copy of memorandum which I had prepared for the meeting. This memorandum is as given to Mr. Duncan, with the exception of Page 2, which contains some slight modifications as the result of our conversation.

Mr. Duncan is now proceeding with a careful study of our corporate structure, with a view to revising the by-laws to conform to the outline submitted in my memorandum.

This is a matter we may wish to discuss at our meeting on Monday.

Century Club
1:00 lunch

December 4, 1947

THOUGHTS WITH REGARD TO THE STRUCTURE OF THE INSTITUTE.

I. The Certificate of Incorporation makes no provision for the type of organizational structure of the Institute, except to provide that "the number of its directors is to be twenty-one".

The organization, as set up in the present by-laws — whose last changes occurred in the spring of 1946 — is a Board of Directors with President, Vice Presidents, Treasurer and Secretary, and an Executive Director and Assistant Executive Director. The by-laws are specific in providing that the President of the Corporation, who shall also be Chairman of the Board of Directors, shall have "supervision, direction and control of the affairs of the Corporation, and shall preside at all meetings of the Corporation and of the Board of Directors". The by-laws do not provide, however, that the President shall have "supervision, direction and control of the affairs" of the Board of Directors, and these powers are not specifically conferred to any other officers of the Board of Directors. Article V, Section 5, provides "that the Executive Director and Assistant Executive Director shall have such powers, performing such duties and receive such compensation as may be prescribed by the Board of Directors".

It is believed that the present by-laws are remiss in not being more precise with regard to the organization of the Board of Directors, as well as with respect to the powers and duties to be performed by the Executive Director and the Assistant Executive Director.

II. In fulfilling this deficiency it would seem desirable to review the entire corporate construction with a view to making it conform more closely to dispositions which have come to be widely accepted in membership corporations of a philanthropic character.

(a) It is suggested that the officers (~~of the Board of Directors~~) consist of a Chairman, (~~one (or more)~~ a Vice Chairman, a President, one or more Vice Presidents, (~~a Chairman of the Executive Committee~~) a Treasurer and a Secretary, and any other officer as the Board of Directors may deem proper. All of these officers should be elected by the Board of Directors and subject to removal by the Board. There should be a provision permitting the same person to hold more than one office. The Chairman and Vice Chairman, the Treasurer and Secretary, would also occupy the same offices in the Corporation.

The Chairman of the Board of Directors should preside at all meetings, advise the Board of Directors and the President, and have such other duties as would be specifically given him by the Board of Directors. Although he might have full supervision, direction and control of the affairs of the Corporation, with respect to the Board of Directors, he would only be assigned by the by-laws the specific function of presiding at meetings.

The Vice Chairman would, in order of seniority of appointment, perform the duties of the Chairman in his absence.

The President would be the Chief Executive officer and would exercise general supervision, direction and control of the affairs of the Institute, subject to the instruction and control of the Board of Directors.

The duties of the Vice Presidents should be those deter-

mined from time to time by the Board of Directors.

The Treasurer would have the duties of those set forth in Section 3, Article V of the present by-laws. It might be desirable to require the Treasurer to make a ~~monthly~~ semi-annual report to the members of the Board of Directors. The authority to sign checks should be extended to cover additional persons to those mentioned in the present by-laws.

(b) The Board of Directors, according to the Certificate of Incorporation, shall consist of 21 persons. No information exists in the records of the Institute to indicate the reasons for fixing this number. From the outset, however, the Institute apparently believed that some special arrangement should be made to bring into close relationship with it the colleges, universities and organizations which service them. There was created an Advisory Council, which in the early days comprised sixty-six persons, drawn almost exclusively from the academic world. There is no evidence, however, to show that this Advisory Council was ever called together to consider the policies and programs of the Institute, although individual members of the Council were frequently approached for their views.

There is increasing evidence today of the necessity of developing an effective close working liaison with colleges and universities, the organizations which service them, and also with the bi-national cultural foundations and some other organizations like professional societies, women's clubs and fraternities and sororities which are taking an expanding interest in the interchange of students and professors. The responsibilities entrusted to the Institute by the Federal Government in connection with the administration of the Latin American student grant

program and of the Fulbright grant program make it essential that the Institute develop its relationships with the community it serves. This community must regard the Institute as a working asset, responsive to its needs and not somewhat aloofly as an organization narrowly organized along the eastern seaboard that never solicits its counsel and advice.

There are at least two ways to remedy this situation. One is to enlarge the Board of Directors. The new Directors could be chosen with two primary considerations in mind, namely, broadening the geographical representation and bringing on the Board persons considered to be representative of higher education, the cultural foundations, professional societies, etc. Another way would be to revive the Advisory Council and call it into session at least once a year. It may well be that there should be resort to both of these alternatives. With regard to the first alternative, it is suggested that the by-laws be amended to provide for a Board not to exceed 36 persons. These Directors would be divided into three classes and the term of office of each class would be three years, so that each year the term of office of one class would expire. Ten of these places would be reserved for Directors to be selected from each one of the ten regions into which the United States eventually will be divided in connection with the Fulbright operation. Nominations would be made by the Regional Selection Committees, to be set up by the appointment of the Institute. Members of the committees would not be eligible for election. With a term of office of three years, there could be a constant rotation within each region of representation on the Board of Directors. The election of these Regional Directors would, of course, lie with the

Board of Directors. The Board could, if it so desired, elect others than the persons nominated by the Selection Committee, but this should be a rare occurrence if the Regional Selection Committee becomes as important and as representative of academic life, cultural foundations and professional societies as is hoped.

With regard to the second alternative, the Advisory Council might be revived and developed into a positive vehicle for liaison between the Institute and the many categories of organizations it serves and upon whom it calls for help. It would include representatives of the colleges and universities, teacher training institutions, cultural agencies, professional societies, religious groups, fraternities and sororities, and a few persons chosen for their ideas and general standing regardless of affiliation. Such a Council, meeting once a year for one day, could help the Institute enormously provided that an agenda were carefully planned and the necessary documents sent out well in advance of the meeting.

With a Board composed of persons geographically representative as well as with an Advisory Council, the Institute might be expected to bear travel and maintenance expenses, at least of those whose expenses are not paid by their college, organization, etc. If this were the case, the establishment of the Advisory Council would have to be deferred until the finances of the Institute are in a healthier condition than they are at present.

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

December 5, 1947

Dear Mr. Zachry:

This is in answer to your letter of December 5th. I have been absent from the United States for a matter of two weeks, and as a result, am uninformed regarding the details of the decision taken by the Institute of International Education regarding the space in the Hotel Plaza. I am therefore forwarding your letter to the Director of the Institute, and I have no doubt that you will be hearing from him directly.

Sincerely yours,

Edward R. Murrow

Mr. Greer Zachry
Douglas L. Elliman & Co.
15 East 49th Street
New York 17, New York

cc: Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York 19, New York

Enc.

COPY

E. R. M.
F. 1155

Pres - return attached

December 3, 1947

TO: THE EXECUTIVE COMMITTEE
FROM: LAWRENCE DUGGAN

SUBJECT: HOUSING

During my absence at the UNESCO Conference in Mexico City, the obstacles to the signing of the lease for space at the Hotel Plaza were overcome. The landlord finally agreed to make the changes originally stipulated by the Institute as necessary to occupancy. Had it not been for the owner's haggling over changes, which any tenant would request, the lease would have been signed long ago.

About a week prior to my return and after you had been consulted about the space in the Paramount Building, the owner of our present space at 2 West 45 Street, the Grolier Society, indicated a willingness in exchange for a lease at a substantial increase over our present rent to make basic structural changes and renovations.

After my return, a floor plan was prepared showing the renovations considered essential by the Institute. These would enable the Institute to utilize the corridor and storage space which cannot be used at the present time. The renovations would also make usable space that at present is undesirable office space.

The Grolier Society accepted this plan. It has agreed to make at its expense all the structural renovations as well as to repaint throughout. The only expense to the Institute will be in mending the linoleum flooring. While the renovation is in process, the Grolier Society will permit the

Institute to move part of its staff into empty space on the fifth floor. The Institute would not be charged for the use of this space as long as the renovations are in process.

COMPARISON OF SPACE IN	HOTEL PLAZA	GREATER BUILDING
Cost	$4.00 a sq.ft.	$4.00 a sq.ft.
Amount of space	7,500 sq.ft.	5,000 sq.ft.
Total amount of Lease	$29,200.	$20,000.
Cost to IIE of installation of telephone and special fixtures	$1,100.	$700. (linoleum)
Moving Expense	$1,400.	$400.
Additional Space	Option on any space as it becomes available	Option on one-half of 5th floor until February 1.
Cancellation Clause at end of 2 years if income drops 50 per cent	Yes	Yes
Sublet Clause	Yes	Yes

Recommendation: That we stay where we are and sign a new lease with the Grolier Society.

Reasons:

1) Better location.

2) Cheaper, because not so much space is involved. If no additional space, except Fulbright, is necessary, the annual savings would be approximately $9,200. It is likely that before the end of this fiscal year some additional space will be required so that the full savings will not be realized.

3) Although the new floor plan at our present site will not give us the same amount of space as at the Hotel Plaza, it will provide adequate working space for our present staff, and a few additions.

4) Regarding the need for additional space to handle the Fulbright operation, we should know before February 1 when the option would expire, whether our plan for administration of the Fulbright student grant program is approved, and whether the Government can provide the necessary funds.

5) It will give us an assured home at our present address for the next five years, during which time we can decide after a careful study where our permanent home can best be located.

Action Necessary:

The Executive Committee at a meeting on October 14, 1947, authorized unanimously the signing of a lease with the owners of the Hotel Plaza. If this action is to be superseded, action by the Executive Committee is required.

There is attached hereto, for your consideration and vote, a resolution withdrawing the authorization to sign a lease with the owners of the Hotel Plaza and replacing it with an authorization to sign a lease with the Grolier Society. It would be appreciated if you would return this at your earliest convenience.

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

November 25, 1947

Dear Mr. Packard:

I am sending you the enclosed material on Messrs. Garceau and Christiansen at the request of Mrs. Trenka, Mr. Duggan's secretary.

Sincerely yours,

Dorothy McDonough
Secretary

Mr. Arthur W. Packard
30 Rockefeller Plaza
New York, New York

Enclosures

COPY

INSTITUTE of INTERNATIONAL EDUCATION
Incorporated
HEADQUARTERS ADDRESS: 2 WEST 45th STREET, NEW YORK 19, N. Y.

Acknowledged 11/21

WASHINGTON BUREAU
A. RANDLE ELLIOTT
ADMINISTRATOR

LAURENCE DUGGAN, A.B.
DIRECTOR
EDGAR J. FISHER, Ph. D.
ASSISTANT DIRECTOR

WASHINGTON BUREAU
TELEPHONE: DUPONT 4545
1530 P STREET, N.W.
WASHINGTON 5, D. C.

November 19, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Mr. Murrow:

Just before leaving for Mexico City, Larry Duggan suggested that any thoughts on possible ways of obtaining contributions for the operation of the Institute should be passed on to you. Since that time I having been looking for factual information before making any suggestions.

The easiest and most direct approach is, of course, an appeal for donations. Donations fall into two categories--individuals and corporations.

Contributions by individuals which are deductable from income tax involve the least amount of red tape. According to Section 23 (o) of the Internal Revenue Code, individuals may contribute to charitable or educational organizations to an amount which does not exceed 15 per cent of the taxpayer's adjusted gross income. From a legal standpoint it is that simple.

In the case of corporations' contributions which are deductable are limited to 5 per cent of the taxpayer's net income as computed before allowing for the contribution. What makes corporate contributions more complicated is the fact that their ability to make contributions is controlled by the State and by their charter. It is my understanding that in many States corporations may not legally make contributions, even if the stockholders approve. I have recently read an article in a periodical, "The New York Certified Public Accountant," of October, 1947, which states that Connecticut, Illinois, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island are some of the States which allow corporations to make contributions.

There is another approach which could be used to get the corporations to loosen their purse strings. According to the Internal Revenue Code, expenditures made by a corporation in which there is a

reasonable expectation of profit in the future are deductable as operating expenses. In my opinion the Institute might qualify under these terms if the corporations were aware of the services which the Institute could provide.

The first service which they could consider would involve a trainee program. Many large corporations now have programs designed to train selected foreign nationals in their methods of operation. If the administration of this program were in part given to the Institute, then payments made would be in the nature of services rendered.

My second approach, and the more important of the two as far as the Institute is concerned, pertains to what I term "academic trainees." Most of the far sighted industrialists are interested in having intelligent, well educated, business minded foreign citizens acquainted with American methods and capable of working for American firms in their native country. The Institute brings large numbers of students each year to study in American colleges and universities. Many of these students are interested in acquiring practical training after completing their academic work. The Institute, then, is in a position to be of service to both the student and an interested corporation. But the Institute contributes much more.

The Institute's position as a service organization is strengthened by the fact that we can actually provide a major share of the training of a foreign citizen at no cost to American industries. Our contributions are:

1) Providing the period of orientation which practically all foreign people need to become acquainted with our customs and institutions.

2) Giving the student a year or more to acquire a better command of English.

3) Free academic education. It is this education which will doubly increase their value to any American corporation.

After providing the above services the Institute can then act as a clearing agency for the industrial concerns whenever a foreign student is interested in practical training. If it were possible to interest corporations on this basis I think it would be within the law to secure funds which would be deductable as an operating expense.

In the final analysis individuals and corporations will make funds available to the Institute because they have faith in the work we are doing. If there is a desire to help then the above suggestions may make the way a little less painful financially.

Sincerely yours,

George Hall

George E. Hall
Administrator
Washington Bureau

GEH:ljs

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VAnderbilt 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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GEORGE F. ZOOK

November 14, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Mr.Murrow:

Enclosed are the files of Dr. Asher Christensen and Mr. Oliver Garceau which were mentioned in Mr. Duggan's memorandum sent to you on November 3. I am sorry there has been a delay in forwarding these to you.

Sincerely yours,

Bess N. Trinks

Secretary to the Director

Enclosures

HAROLD J. SEYMOUR
46 CEDAR STREET
NEW YORK 5, N. Y.

Mar - Will talk

November 14, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, N. Y.

Dear Mr. Murrow:

Will you phone me at your convenience?

After reviewing the situation in some detail with Arthur Packard and Dr. Stephen Duggan, it seems clear to me that the next move is yours -- starting the wheels in order for the nominating committee.

Sincerely yours,

Harold J. Seymour

Mr. M. called 11/18
He will call him when you return
Dm.

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

November 10, 1947

Dear Mr. Packard:

Mr. Murrow has asked me to send you a copy of the cable he sent to Mr. Duggan on Friday after his conversation with you. Please find it quoted below.

"Postdiscussion cumPackard we feel responsibility proadministrating Institute yours therefore decision re UNESCO also yours however desire outpoint present administrative and organizational confusion probably requires your earliest and sustained attention regards" Murrow.

Sincerely yours,

Dorothy McDonough
Secretary

Mr. Arthur W. Packard
30 Rockefeller Plaza
New York, New York

COPY

11/7/47

LAURENCE DUGGAN
HOTEL REGIS
MEXICO CITY

POSTDISCUSSION CUMPACKARD WE FEEL RESPONSIBILITY PROADMINISTRATING INSTITUTE YOURS THEREFORE DECISION RE UNESCO ALSO YOURS HOWEVER DESIRE OUTPOINT PRESENT ADMINISTRATIVE AND ORGANIZATIONAL CONFUSION PROBABLY REQUIRES YOUR EARLIEST AND SUSTAINED ATTENTION REGARDS

MURROW

11/7

Mr. M.

Mr. Duggan's office received the following cable addressed to you:

"Benton Eisenhower want me replace latter executive board UNESCO would require absence annually about ten weeks attending Paris meeting Stop Because Institute plans ahead have declined but being pressed hard please cable immediately Packard your advice."

Duggan

Hotel Regis
Mexico City

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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November 3, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Mr. Murrow:

Enclosed is a memorandum from Mr. Duggan. He mentions several enclosures, especially in connection with Messrs. Christiansen and Garceau, which are not attached. As soon as Mr. Duggan sends these on, they will be forwarded to you, but I wanted the other information to reach you without delay in the meantime.

Sincerely yours,

Bess N. Trinks

Secretary to the Director

Enclosure

November 3, 1947.

TO: Edward R. Murrow

FROM: Laurence Duggan

1. Lease.

This was not ready for signature prior to my departure, as I told you, but should be ready very soon. I have arranged that it be checked by my brother's law firm. Pierson, of the Institute staff, will have the necessary certified check.

2. Development Committee.

Seymour has been notified of his employment and told to await instructions from you. His telephone number is BOwling Green 9-1970.

Pierson can dig up any needed data about Institute operations.

As to the "case" and its financial requirement, some more thought and figuring are in order, but the special report of last June points the way (in my opinion). With operating costs going up, estimates of future financial requirements may well be too low.

With regard to sources of funds, I believe industrial companies may be ready to contribute in connection with combined academic-industrial training projects. George Hall, the head of our Washington office, is working on this. If he comes up with anything before my return, I have asked him to send it along to you.

The committee will, of course, prepare a budget of what it will cost to carry forward the operation during this fiscal year.

As concerns personnel, I had an exploratory talk with Frank Page. He is definitely interested in going into the matter more deeply. He is recuperating from his operation at his apartment (955 Lexington Avenue, telephone: REgent 7-3453). He will be there until November 10 when he goes to Southern Pines for three weeks. Will be back in New York around December 1. If his health is O.K., I think he is a man worth considering.

3. Revision of corporate structure.

The Board voted that you appoint a committee to look into this and recommended that the committee consult with the Development Committee which very probably will have ideas on this subject.

As I see it, there are some changes that we would want to consider irrespective of changes connected with fund-raising. For instance, can we not simplify our structure by combining into one the duties of the Corporation and the Board of Directors? Then there are other changes, primarily concerned with broadening the membership list that might be desirable to attract wider support, especially financial support.

My suggestion is that Packard be appointed chairman of a one-man committee with power to call upon the advice of other members (i.e., Robinson and Chamberlain). Further that the Executive Committee authorize Packard to sound out Duncan, of Belknap's office, with regard to his willingness to become a member of the Board as soon as a vacancy occurs and meanwhile to assist in making the study of our corporate set-up. Further that the Executive Committee authorize Packard if necessary to

engage Duncan's services on a professional basis at Institute expense (if that is the only way to finance it). In brief, I would like to see the Executive Committee give Packard a free hand to go forward with this matter relying upon Packard's judgment.

If this procedure were to be followed, it would be important that Packard be in a position at the meeting of the Executive Committee to present a biographical statement about Duncan.

If Packard is willing to serve on both the Development Committee and the committee on corporate structure, there would automatically result the necessary coordination between them.

On the content side of this matter, I am thoroughly convinced that some manner will have to be devised to give the colleges and universities and the several agencies of their creation a feeling of real stake in the Institute. This they do not now have; if anything, the contrary is true. I know as a fact that the heads of some institutions and the officers of some organizations are more than irritated by the Institute's speaking as representatives of their views when it has never formally consulted them. If I am not misinformed, this point of view was expressed at the meeting about a week ago of the American Association of Universities.

The solution may well not be representation on the Board. My judgment would be to avoid organizational representation because you then get the executive directors of other organizations whose interest in the Institute is decidedly secondary. There once was an Advisory Council. Maybe this should be revived and an annual meeting held at which the views of the participants were solicited on basic policy and procedural matters.

In any case I am certain that we must improve our relationships with this community through some device that will give them a feeling that they have some say in the organization which so frequently speaks in their name.

4. Assistant Director

A. It is imperative that a decision be made soon with regard to Dr. Fisher's replacement. The work at the Institute is increasing rapidly and without someone to share the conduct of this work load, the administration of the Institute will break down. During the last year, I devoted more of my time to program development than to administration. With the Fulbright student grant program intrusted to us, I will have to give more time to administration but with the fund-raising program coming along, there must be an Assistant Director of calibre to run the Institute's programs.

Of all the persons I have been in touch with, Asher Christiansen of the University of Minnesota, seems the best qualified. I expect to see him at Mexico City and will definitely ascertain whether his hat is in the ring. The file about him is attached.

The record of Oliver T. Garceau, also attached, makes me believe that we should consider him. I have not met him. He may be in New York during November and if so, will probably get in touch with you. He is highly thought of by Herring at the Carnegie Corporation.

There are others but none appeal to me.

It would be helpful if you or other Board members could make independent check on Christiansen and Garceau.

B. We will also have to have a very good man to run the Fulbright job. Here we will have to build up an organization from scratch--not only in New York but across the country and in our possessions (Hawaii,

Alaska, etc.). Donald Shank would have been ideal but he turned the job down.

The plan of administration will indicate clearly the full nature of the job. That plan is being prepared now by Herschel Brickell. I believe we will end up with another Assistant Director. This need should be borne in mind as we search for the Assistant Director described under 4A.

(From Mexico City)

cc Mr. Arthur Packard

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October 31, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

One last minute thought. I assume that you will include yourself as a member of the Development Committee, especially since the chairmanship will reside with one of the other members.

Sincerely,

Larry

Laurence Duggan

Not signed by Mr. Duggan

Copy for Mr. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

October 30, 1947

Mac — will see if he calls.

Mr. Oliver Garceau
East Booth Bay
Maine

Dear Mr. Garceau:

I appreciate your letter of October 24 and would like to discuss further with you this matter of association with the Institute. I am leaving today for the UNESCO Conference in Mexico City and expect to be away the entire month of November. If you should come to New York prior to that time, I hope it will be possible for you to get in touch with the Chairman of our Board, Mr. Edward R. Murrow, who may be reached at the Columbia Broadcasting System, 485 Madison Avenue, New York 22, New York (WIckersham 2-2000). Mr. Murrow and probably others of our Board would like to meet and talk with you. If you do not come to New York before early December, would it be possible for you to let me know exactly when you will be here, since I would not want to miss you by absence in Washington or elsewhere.

Sincerely yours,

Laurence Duggan

Dictated but not signed by
Mr. Duggan

ld:bt

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GEORGE F. ZOOK

October 28th
1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York City

Dear Ed:

Before leaving for Mexico City tomorrow I want to tell you how much I appreciate the generous offer you made at the Board meeting last Thursday to have someone on your staff give us suggestions for the cover of the News Bulletin and of the Annual Report. I felt that the whole discussion of our publications was exceedingly illuminating and helpful, and I hope that during the year we may work up the Bulletin into a very useful organ, in fact, an essential for anyone working in the field of student and professor exchange. An attractive cover would go a long way in creating an interest in the contents of the Bulletin. The cover of the Annual Report I hope may also be made distinctive. I would like to use the same cover design for all Institute publications, with the exception of the Bulletin, with a different color to differentiate the various types of booklets. For example, the usual green cover for the Annual Report, a grey for conference reports, as was done with the Chicago Conference, and another color for fellowship bulletins, etc.

I suggest that the person at C.B.S. whom you designate to do the work on the covers get in touch with Miss Dowd.

With best regards,

Sincerely yours,

Larry

Mar ~~ask her to~~ send me a complete set of all current pubs.

called 10/31

MINUTES OF THE ANNUAL MEETING OF THE BOARD OF TRUSTEES

INSTITUTE OF INTERNATIONAL EDUCATION

October 23, 1947

The annual meeting of the Board of Trustees of the Institute of International Education was held at 4 P.M. on Thursday, October 23, 1947, at the Cosmopolitan Club, 122 East 66 Street, New York City. Dinner was served at 7:15 P.M. and the Board continued its deliberations.

The following members of the Board were present:

Edward R. Murrow, Presiding
(in the afternoon)

Sarah G. Blanding
Harry J. Carman
(in the afternoon)
Joseph P. Chamberlain
Lawrence Duggan
Stephen Duggan
Virginia Gildersleeve
(presiding in the evening until 9 P.M.)

Bryn J. Hovde
Walter Kotschnig
Waldo G. Leland
Mrs. Sam A. Lewisohn
Arthur W. Packard
Leland Rex Robinson
George J. Zook
(presiding after 9 P.M.)

Of the Staff: Edgar J. Fisher, Assistant Director
Harry H. Pierson, Consultant
Guest: Herschel Brickell (in the afternoon)

1. Minutes of the Previous Meeting.

The Minutes of the special meeting of the Board of Trustees of Wednesday, June 25, 1947, and of the Executive Committee meeting of October 14, 1947, were adopted as circulated.

2. Report of the Director.

The Director discussed activities of the Institute during the year 1946-47, calling attention to the following subjects:

A. Conclusion of arrangement with the National Catholic Education Association and National Catholic Welfare Conference for Institute administration of scholarships and fellowships in Catholic institutions.

B. Clarification of relationships with bi-national cultural organizations, including agreement recently arrived at with the American Scandinavian Foundation whereby the Institute handles in the U. S. the Foundation's scholarship program.

C. Enlistment of assistance of professional organizations in connection with placement of scholarship students.

D. Relations with the United States Government, covering developments under the Sargeant Report.

E. Administration by the Institute of the special student ship project and the probability of renewal of this operation next year.

F. Liquidation operation by the Institute of certain trainee projects formerly administered by the International Training Administration.

G. Relations with UNESCO:
   1) Arrangement for handling the UNESCO scholarships donated by the American Chemical Society.
   2) Appointment of the Director to the Delegation to the UNESCO meeting in Mexico City.

H. Ruskin College labor scholarships.

I. New agreements for the administration of fellowship or placement programs:
   Particular reference was made to the arrangement with the Belgian Institute for Scientific Research in Industry and Agriculture.

J. Convening of the Second Chicago Conference of Foreign Student Advisers.

K. Arrangement with the Watumull Foundation for financial assistance for expanded work with India.

L. Fulbright Act
   1) Appointment of Director as a member of the Board.
   2) Request of the Board that the Institute administer the program of student grants under the Act.

In connection with the Fulbright Act, the Director advised that in view of the request of the Board of Foreign Scholarships that the Institute prepare a plan of administration of the student grants for consideration at the next meeting of the Board in December, and in view of his absence at the UNESCO Conference, he had employed the services of Mr. Marshal Brickell to head up a committee of certain trustees and staff to prepare this report.

The Director and Dr. Zook discussed the role of the American Council on Education with reference to the administration of the professor aspect of the Fulbright Act.

Dr. Zook pointed out that since he first approached Mr. Duggan, the State Department's plan had changed to include the other three major Councils so that he did not believe the agreement of the American Council on Education and the Institute of 1926 was applicable. No action was taken.

There was a general discussion of the Director's report. In the course of this discussion Dr. Zook observed that the Department of State had assigned to public buildings all the proceeds received from the sale of government surplus equipment in Latin America. It Was Resolved, that the Director be authorized to take the initiative, in association with such persons as he may select, to make representations to the Department of State and to the Board of Foreign Scholarships in this matter, and that Senator Fulbright should be acquainted with this situation.

3. Report of the Committee on Publications.

The Committee on Publications presented its report which had previously been circulated to all the trustees.

Discussion followed the presentation of the Report, with a general exchange of opinion particularly concerning the "News Bulletin".

It Was Resolved, that space should be provided in the "News Bulletin" for signed editorials either by the Director, or other competent persons, that the editorials should be informative, and salient to the work of the Institute, and that they would not commit the Board of Trustees as to policy.

There was a discussion of the name, cover and present format of this publication. It Was Resolved, to refer these matters back to the Committee on Publications with power to act in the light of the discussion, and that for the present year, the "News Bulletin" would continue with its present name, cover and format, but with improved and extended material.

There was a discussion concerning the character of the material in the Annual Report of the Director, and it was general opinion that the Report should summarize succinctly in the text the major policies, programs and activities of the Institute, putting into appendices detailed discussions of Institute operations. Comment was made favoring the inclusion of a financial statement of the Institute, but that this should be given for the public somewhat later after the general financial support of the Institute has been broadened.

It was Voted to approve the report of the Committee on Publications in the light of the discussion.

The Director announced that the American Book Company has requested permission to publish the handbook, "Meet the U.S.A." commercially.

4. Report of the Committee on Professors and Lecturers.

Dean Garman reported as chairman of this Committee, and indicated that the Committee desired to have more time to carry on its investigation. This was accepted as a report of progress.

5. Report on Fund-Raising.

The Director read a letter of September 19, 1947, from the Rockefeller Foundation, giving information of a grant of $100,000 to the Institute of International Education "for the maintenance and extension of the Institute's program for facilitating international exchange of persons during the period ending September 30, 1949".

The Director read a letter under date of September 30, 1947, from the Carnegie Corporation of New York, containing the following resolution, adopted by the Corporation's Executive Committee on September 25: "Resolved, That, from the balance available for appropriation in the Main Endowment Fund, the sum of one hundred thousand dollars ($100,000) payable in such instalments as may be mutually convenient, be, and it hereby is, appropriated to the Institute of International Education, toward its expansion program, provided a financial plan satisfactory to the President of the Corporation is submitted".

It Was Voted, that the Board of Trustees express its appreciation to the Rockefeller Foundation and to the Carnegie Corporation of New York for the generous grants made for the expanded activities of the Institute of International Education, and the Director was requested to transmit this expression of appreciation to the Presidents of the Foundation and the Corporation.

The Director presented a Memorandum of July 21, 1947, from Mr. Harold J. Seymour, including a brief proposal for the use of Mr. Seymour's professional services in connection with fund-raising for the Institute and making certain tentative suggestions. The Director recommended the appointment of a Development Committee which would draw up a plan in cooperation with the staff of the Institute, and suggested that it might be wise to add a person to the Institute's staff to implement the anticipated plan.

The following resolutions were noted:

It Was Resolved, that the President of the Board should appoint a Development Committee from the members of the Board of Trustees and that the Committee have power to co-opt other persons not members of the Board.

It Was Resolved, that the function of the Committee was:

a. to prepare the case for the Institute of International Education;
b. to estimate the needs;
c. to formulate a plan for raising the funds; and,
d. to make recommendations for the implementation of the plan.

It Was Resolved, that the Development Committee report to the Board at a Special Meeting, which it was hoped would be held not later than December 1947.

It Was Resolved, that Mr. Harold J. Seymour be employed for a year beginning November 1, 1947, to counsel the Institute in its fund-raising efforts and that his remuneration be $6,000.

6. Financial Statement and Budget.

The financial statement for the fiscal year October 1, 1946, to September 30, 1947, showing a net deficit on September 30, 1947, of $17,394.41 was presented and the proposed budget for 1947-48 was discussed. The following changes were made in the budget:

The salary item was decreased from $174,870.00 to $143,870.00.

The travel item was increased from $2,000. to $3,500.

The contingency item was increased from $6,000.00 to $6,899.55.

The deficit in the 1946-47 fiscal year operations was added, in order that it might be liquidated in the 1947-48 fiscal year.

It Was Resolved, that the budget be approved as amended. (A copy of the revised fiscal statement and budget is attached to the original of these Minutes and has been circulated to each member of the Board.)

The Director stated that the deficit had been temporarily financed by drawing upon designated funds. These are funds given to the Institute by private organizations and governments, U.S. and foreign, to cover non-administrative program costs.

It Was Resolved, that the Director arrange to reimburse these accounts, if necessary, by borrowing and It Was Further Resolved, that the Officers of the Board and the Director and Assistant Director hereby be clothed with the authority required by the Guaranty Trust Company to open a line of credit. (Copy of Guaranty Trust Company required resolution attached to original of these Minutes.)

The financial statement and budget of the American University Union were presented as recommended for adoption by the Committee on the American University Union.

It Was Resolved, that they be adopted.

7. Amendment of By-Laws.

The Director pointed out that the By-Laws provided for a Board of Directors and that the chief executive officer was to be called Executive Director. The Institute letterhead refers to a Board of Trustees and Director. He had first thought that action might be taken at the meeting to change these titles but after consultation with Professor Chamberlain, and in view of the desirability of a thorough study of the Institute's set-up, he now recommended that no action be taken at this meeting.

It Was Resolved, that the chairman appoint a committee to study the corporate structure of the Institute and that the committee consult with the Development Committee to learn whatever views it may have on the nature of the Institute's organization.

8. Election of Officers.

It Was Resolved, that the present officers of the Board of Trustees be continued until the next meeting of the Board.

9. Office Administration.

A. Housing

The Director reported on the housing situation. He explained that the Institute staff had increased to the point where it had outgrown the present quarters and unless drastic structural changes were made, new quarters would be needed. Accordingly, a search for new space was initiated. Space was finally located on the seventeenth floor of the Hotel Plaza where certain offices and semi-loft space became available for complete renovation and occupancy for office purposes. The landlord agreed to make at his own expense reasonable renovations. The rent would be $4.00 a square foot. With the administration of the Fulbright student exchanges about to be undertaken, the most attractive feature of the space was the availability of additional adjacent space for which the Institute would be given an option. The Executive Committee approved leasing space at the Hotel Plaza.

At the last minute the landlord at 2 West 45 Street agreed to provide additional space at the same rental as offered by the Plaza, but he would not undertake any renovation to make the existing space more usable nor would he promise additional space to take care of the staff needed for the administration of the Fulbright Act.

The Director stated that he was proceeding with the negotiations of a lease.

It Was Resolved, that the action of the Director be approved.

B. Assistant Director

The Director advised the Board that he had informed Dr. Fisher of the decision of the Board, reached at the special meeting in June, to terminate his services at the end of the calendar year and of the conditions of such termination. So far as he knew, Dr. Fisher had not located any other position.

It Was Resolved, that in the name of the Board, Dr. Fisher be advised that if by December 31, 1947, he has not secured other employment, the Institute will continue his services on a two-thirds time basis for duties and with a title to be determined by the Director and with compensation paid on a proportionate basis to his present salary (i.e. two-thirds of $9,200); and that the Institute will make up the difference between the five per cent he will pay while working two-thirds time and what he would pay if he worked fulltime, to the retirement pension fund.

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Mr. Ed

October 10, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

The meeting of the Board of Trustees of the Institute will be held at the Cosmopolitan Club, 122 East 66 Street, New York, on Thursday, October 23, 1947. The meeting will commence at 4 P.M. and be in session until 7 P.M. We will reconvene at 7:30 P.M. for dinner at the Cosmopolitan Club and adjourn by 10 P.M.

A copy of the tentative order of business to be conducted was circulated earlier this month. Enclosed for your approval is a copy of the Minutes of the special meeting of the Board held on June 25, 1947.

attached

It is hoped that a full attendance of the members of the Board will be possible. Please fill out and return the attached card.

With best wishes,

Yours sincerely,

Laurence Duggan

Laurence Duggan

Signed in the absence of Mr.Duggan

Enclosures:
Minutes
Postal card

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October 8, 1947

Take to Murrow

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

I was happy to have the confirmation of your secretary that you will be able to attend the meeting of the Executive Committee of the Institute now called for Tuesday, October 14, at 12:30 o'clock in the office of the Director.

In preparation for the meeting I am sending enclosed a copy of the agenda, copy of a memorandum prepared by Mr. Harold J. Seymour, and copy of the minutes of the Executive Committee meeting of May 21, 1947.

Sincerely,

Laurence Duggan

Laurence Duggan

Signed in the absence
of Mr.Duggan

Enclosures

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

THE AGENDA

Meeting of the Executive Committee

At the Institute of International Education — October 14,1947 — 12:30 P.M. Luncheon Meeting

I. Approval of Minutes.

II. Discussion with Mr. Harold J. Seymour regarding plans for fund raising (see Mr. Seymour's memorandum attached).

III. Housing.

IV. Report on plans for administration of the Fulbright Act.

V. Shipping project for next year.

- o -

10-7-1947

COPY

HAROLD J. SEYMOUR

46 Cedar Street, New York 5, N.Y.

MEMO

July 21, 1947

To: Mr. Laurence Duggan

Subject: Institute of International Education

The purpose of this memorandum is to provide a basis for further discussion, and to give you some notes for reference at a later date.

Included are a brief proposal for professional service and certain tentative suggestions which you might wish to be thinking about during the vacation period.

I. SERVICE PROPOSAL. My standard consultation service, involving visits on an average of once a week and availability for telephone talks and special meetings as required, is at the rate of $6,000 a year, payable in equal monthly instalments. There is no hard and fast understanding with any of my clients about the number of hours this is supposed to entail, nor about the scope of the fields in which consultation is required. Generally speaking, however, my service is available only to organizations which have or wish to have their own operating personnel for fund-raising, public relations and publicity. If it were necessary, therefore, for me to assume any operating functions, in the absence of such staff, we would have to discuss that situation as involving another type of service.

I can throw more light on this whole subject of service in personal conference, but this will give you the gist of it.

II. TENTATIVE SUGGESTIONS. Ordinarily, as you would probably assume, I don't make any recommendations at all without knowing a good deal more about a client's affairs than I know at this point about the Institute.

But as it will necessarily be some time before you can decide whether or not you wish to retain my services, and as you have a Board meeting coming up in October with little time intervening, let me give you here a few general observations which I think are perfectly safe to make on the basis of our talk last Tuesday

and my subsequent reading of the literature you gave me:

1. Policy on Fund-Raising. Because of the nature of the Institute's program, and because of the necessity for getting its finances on a stable and continuing basis, it is my belief that the Institute should not run a standard type of fund-raising campaign, and should not seek initially to base its support on a wide or popular constituency.

Both because the costs and the results would be better, and because it would also tend to strengthen the implementation of the Institute's program, I would suggest that the fund-raising program should proceed in two stages; namely, a period of negotiation with important sources of support, and a later period of wider promotion, during which the aim would be to establish a selected membership constituency on a geographically representative basis.

2. Leadership. In light of the principle that no organization ever extends its constituency beyond the degree to which its leadership is representative, it seems to me to be fairly obvious that the Board of Trustees needs significant additions, if only to make it more representative geographically.

Even enlarging the Board is not likely to solve the total problem of representation, so it would seem to me that you should also have an advisory council comprising people with special skills or contacts in the field of education, and in addition, certain functional committees to help bear the administrative load, and thus extend your program without increasing your costs.

I think it should also be observed that any fund-raising leadership recruited from outside the present Board should be built into the permanent organization as soon as possible, in order to sustain your budget at a higher and constant level.

Finally, in light of the fact that the first steps on fund-raising should be in the field of negotiation, and to make it clear that you are not proposing to engage in a standard fund-raising campaign, I think the right name for any special committee seeking to increase the Institute's budget should be "Committee on

Development", rather than Committee on Finance or Committee on Public Relations.

3. Case. The Pierson report, admirable as it is, needs a little supplementation, in my opinion, before you will be ready to negotiate increased support.

I think you need some public testimony on the part of the Secretary of State, a little clearer evidence of your important relationships with the Government and with leading educational institutions, and a functional type of budget which can show prospective contributors what you are doing now, what you want to do, and what the proposed costs are. In this connection, particularly for national corporations, I think it would also be helpful to have a list of specific opportunities for designated gifts.

4. General Procedure. Not including the strengthening of the Board, which should be a continuing function, the initial steps to be taken appear to me to be as follows, in this order:

A. Preparation of the fund-raising case.

B. Determine the extent to which the Carnegie people will increase their participation.

C. After the Carnegie participation is definitely determined, explore the possibilities of additional support from other leading foundations.

D. Explore possibility of additional aid from governmental sources.

E. After the foundation and governmental sources are explored, negotiate two or three appropriations by national corporations, in order to set a yardstick by which other national corporations can consider the matter. (Offhand, it would seem to me that this could begin with General Electric.)

F. As soon as any additional funds are available, employ a full-time staff member on public relations and publicity.

G. At that point, proceed with the enlistment of individual memberships on a top level, with the specific aim of making such memberships representative geographically.

Signed: Harold J. Seymour

CONFIDENTIAL

MINUTES
of
Meeting of Executive Committee, May 21, 1947

Present: Mr. Edward R. Murrow, Chairman, Mr. Lawrence Duggan, Mr. Arthur Packard, Dean Harry J. Carman, Mr. James M. Hively, Mrs. Sam Lewisohn; Dr. Stephen P. Duggan attended as a guest.

Absent: Dean Virginia C. Gildersleeve, Mr. G. Rowland Shaw, Dr. Leland Rex Robinson.

1. Approval of Minutes of previous meeting.

The Minutes of the previous meeting were approved without change.

2. Changes in the composition of the Board of Trustees.

The Committee agreed that it would be desirable that the Board of Trustees be renewed from time to time and that the best way of doing this would be to elect Board members for a given number of years. The Director was requested to prepare an appropriate amendment to the by-laws and to bring it before the meeting of the full Board of Trustees on June 25.

3. Hour of the Meeting of the Executive Committee.

It was agreed that the meetings be held over the noon hour and that for a trial period they be held in the Office of the Director where a light lunch of sandwiches and coffee would be served.

4. Resume of present status of Institute finances.

The Director made a brief statement about the finances of the Institute. Until the month of April the Institute budget was in balance but since that time it had been running a small deficit. This is occasioned by the addition of temporary stenographers and clerical assistance to lighten the workload of the regular employees. In addition to the small deficit that would be incurred in this way the Director stated his belief that certain salary reclassification should be made in connection with the administrative realignment of the Institute. Finally, the Director explained the importance of employing two new persons, especially a trained accountant, since the job of keeping the Institute's books had become too much for one person with part-time assistance of another unskilled in accountancy. The total needed would amount to $15,000 for the remainder of the present fiscal year.

The Executive Committee agreed to undertake to raise this amount. Mrs. Lewisohn suggested that each member draw up a list of persons who might give $500.00 to $1,000.00 — preferably persons who would probably not give

more to the Institute at this time in connection with the drive to raise other funds for expansion purposes. Mrs. Lewisohn generously offered to contribute $1,000.00 herself to covering the deficit.

Dean Carman thought that Mr. Harry Starr might contribute to cover the deficit.

The Chairman requested that there be prepared a "fact sheet" that could be used both to inform the Board of the purposes for which the money is needed as well as to help those on the Board who would approach others for contributions.

5. Consideration of amended draft of report with regard to the development of the Institute.

The Executive Committee agreed that the report contained most of the information that would be needed by the full Board at the June 25th meeting but it desired that the draft be greatly boiled down and as much material as possible put into appendices. It made a number of suggestions for improvement in phraseology.

6. Policy with regard to Argentina, Spain, the Soviet Union, and Soviet-dominated countries.

There was no discussion on this topic.

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September 29, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

We made our offer on the basis of the two year lease with option at the price ($4 per sq.ft.) requested. We were turned down because the owners said that there were other companies interested agreeable to a longer lease.

The real estate company thinks that we will have great difficulty in securing a short term lease in desirable quarters.

I appreciated very much your drawing the tenure situation of our grant to my attention and would not want to go ahead and make an offer for a longer period unless the Executive Committee approved it.

I will be out of town all the rest of this week. Do you think it worthwhile to poll the committee? I am attaching a list with their names and addresses.

If anything is to be done, I think we will have to move quickly because of interest in other quarters.

If you decide to make another offer, notify Dr. Fisher who can transmit it to the real estate people.

Sincerely yours,

Laurence Duggan

Enclosure

Executive Committee - Institute of International Education

Edward R. Murrow, Chairman

Dean Harry J. Carman
Columbia College
New York City

Mr. Laurence Duggan

Miss Virginia Gildersleeve
Barnard College
New York City

Mrs. Sam Lewisohn
115 East 73rd Street
New York City

Mr. James M. Nicely
Guaranty Trust Co.
140 Broadway
New York City

Mr. Arthur W. Packard
30 Rockefeller Plaza
New York City

Dr. Leland Rex Robinson
2 West 45th Street
New York 19, N.Y.

Mr. G. Howland Shaw
2723 N Street, N.W.
Washington 7, D.C.
(when in New York
care - Robert L. Hoguet
51 Chambers St.
New York 8, N.Y)

COPY - ERMurrow

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

September 11, 1947

President Sarah G. Blanding
Vassar College
Poughkeepsie, New York

Dear Miss Blanding:

You may recall that at the special meeting of the Board of Trustees it was agreed to set up a special committee to make a report on Institute professors and lecturers. At Mr. Murrow's request, Harry J. Carman has agreed to be the Chairman of that committee. Messrs. Murrow and Carman would like to have you serve as a member in addition to Messrs. Hovde and Robinson.

I hope that you will consent to be a member of this committee. It will probably not need to meet more than a couple of times before rendering its report at the regular Board meeting in late October. I think it is very important that the Institute chart now a program with regard to lecturers and professors instead of proceeding on a random basis.

Sincerely yours,

LD:JW

Laurence Duggan

cc: E.R.Murrow
H.J.Carman

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

September 10, 1947

Miss Martha F. Lawrence
35 Claremont Avenue
New York 27, N. Y.

Dear Miss Lawrence:

I am sorry to hear that Miss Gildersleeve is in the hospital and wish that you would send to her my very best wishes for a speedy recovery.

In view of Miss Gildersleeve's own wishes, we will reluctantly accede to her suggestion that we appoint someone else in her place on the Institute's committee to make a special study of our work in the field of teachers and lecturers.

Sincerely yours,

Laurence Duggan

LD:JW

cc: ER Murrow

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Sept. 5, 1947

Mr. Edward R. Murrow,
Columbia Broadcasting Co.,
485 Madison Avenue,
New York, N.Y.

Dear ED:

Our plans are well under way for the September Orientation Conference (see attached). We look forward to welcoming over five hundred Foreign Students during this coming weekend and feel somehow, that it will not be complete without you and Mrs. Murrow joining us for dinner at Town Hall, Friday evening — Sept. 12 when Harry Carman will deliver the address. The dinner will begin at 6:30pm and will be concluded promptly by 8:45pm.

I do hope you can be with us for this occasion is somewhat of a milestone in the 'new era' of world education.

Cordially yours

Laurence Duggan, Director

LD:ek

INSTITUTE OF INTERNATIONAL EDUCATION

Student Orientation Conference

at Town Hall
123 West 43rd Street, New York City
September 12 to 16, 1947

Friday, September 12

1:30 P. M. Registration at Town Hall

2:30 P. M. Welcome to Students:
Presiding:-Dr. Edgar J. Fisher, Assistant Director of I.I.E.
Mr. Kenneth Klein, Vice-President of Town Hall
Emily Donick, Edna Duge, Ruth Hubbard, Nuvart Parseghian of I.I.E.
Wendell Lewis, Student Representative of International Relations Clubs
Fred Riggs, President of Association of Cosmopolitan Clubs

3:30 P.M. Movies shown by Julian Bryan of "Our Town" and others.

6:30 P.M. Dinner at Town Hall Dining Room (guest of the Institute)
Presiding:-Laurence Duggan, Director of I.I.E.
Greetings: Mr. John Mott, Director of New York International House
Dr. Chih Meng, Director of China Institute in America
Address: Speaker to be announced.

Saturday, September 13

10:00 A.M. Music

10:15 A.M. MEET THE U. S. A.
Presiding:-Mrs. Sam A. Lewisohn
Dr. Oliver C. Carmichael, President of Carnegie Foundation
"Why Student Exchange"
Dr. Stephen Duggan, Director Emeritus of I.I.E.
"An American Internationalist Looks at Student Exchange"
Dr. F. Alexander Magoun, President of Human Relations Inc.
"Campus Capers and Co-ed Customs"
Music

12:30 P.M. Luncheon

2:00 P.M. Boat Trip around Manhattan
(3 Hours, cost $1.35 by special arrangement)

Sunday, September 14

11:00 A. M. Community Church Service in Town Hall Auditorium

3:30 P. M. Informal Reception in Town Hall Club Room (guest of the Institute)

Monday, September 15

10:00 A. M. Tours to: (1) Large Department Stores
(2) Large Publishing Plant
(3) Hospital
(4) Radio City
(5) Hyde Park to visit the
Shrine of Franklin D. Roosevelt (cost about $3.00)

4:30 P. M. Reception given by the
China Institute in America, 125 East 65th Street, New York City
— Exhibit, Movie, Music and Refreshments —

Tuesday, September 16

10:00 A. M. Radio Broadcast in Radio City (Sign up for tickets)

1:00 P. M. Trip to Lake Success...visit Security Council (in session) and General Assembly

NOTE: Please contact the Counseling Office of the Institute before September 8 if you wish to attend. Also specify if you will need a room reservation September 12 to 16. Cost of room and meals will be paid by the students.

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September 4, 1947

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I have spoken by telephone with Jim Nicely about the Chairmanship of the Strategy Committee that will work our plans for fund raising. He demurred a little bit, but I think will accept on the basis that this Committee itself will not actually go out and raise funds. It was agreed that we would have a luncheon with you upon your return to discuss the matter further.

I hope that you can make this luncheon for Monday, September 15. I am asking Jim Nicely to hold open this date.

Mr. M. 9/5
Date again cancelled - Mr. Nicely can't make it.

Sincerely yours,

Laurence Duggan

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G. HOWLAND SHAW
MARY E. WOOLLEY

August 20, 1947

Mr. Edward R. Murrow
Columbia Broadcasting Company
405 Madison Avenue
New York 17, New York

Dear Ed:

As soon as you return I would like to get together with you about two aspects of the Institute's work.

One is raising the funds to meet our 1946-47 deficit. Because of the way the books have been kept here, it is very difficult to ascertain exactly what our financial picture is. Next year we will change over our bookkeeping so that that will be possible. It is clear, however, that we will have a deficit somewheres under $10,000. It will be necessary to raise this money during September in order to meet the September salary roll.

The other matter is the development of a program for raising the funds necessary to implement the expansion plan. Your secretary mentioned a possible luncheon with Nicely during the third week of September. I think this is altogether too long to wait to get this matter under way. I think you should ascertain immediately whether Nicely is prepared to be Chairman and then assemble the committee. It will take some time to get things going as it is. I have assured Josephs as well as David Stevens at the Rockefeller Foundation that we are hard at work in planning to raise additional funds. I know that any contribution that they make will take into account our determination to raise other outside support. I think it is imperative, therefore, that we get going. I would be most reluctant to hold things up until the third week in September and then merely to try to persuade Nicely to accept the Chairmanship of the committee. I repeat that I think it is up to you to get the Chairman of this committee.

If you are in town on Friday of this week I hope you will have time to get things rolling so that a definite date can be fixed for the meeting of this Development Committee early in September.

I am sure you will not mind my speaking very frankly, but I feel that we are not moving forward as rapidly as we should on this front.

Sincerely yours,

Laurence Duggan

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August 14, 1947

Mr. Edward R. Murrow, Vice President
and Director of Public Affairs
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

Dear Ed:

Carman has accepted chairmanship of the Committee to study our Lecture and Teacher Service and Kotschnig the chairmanship of the Committee on Publications. I have advised the other members of these two Committees of their appointment.

That leaves the Committee on Development. I have called Nicely's office and find that he will be back after the first of September. I would like very much to have the luncheon of the three of us in order to clear this up and get the Committee under way.

Sincerely,

Laurence Duggan

can do 3rd week in Sept. + Mr. M. 7 Progress too slow — 8/18 he'll write again to explain. Dm.

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JOSEPH L. EGAN
PRESIDENT

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=2 WEST 45 ST=

:CHANGED PLANS AND DID NOT GO TO SPAIN CAN BE REACHED
UNIVERSITY OF MINNESOTA POLITICAL SCIENCE DEPARTMENT=
A N CHRISTENSEN.

THE INSTITUTE OF INTERNATIONAL EDUCATION
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SEP 2 1947
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COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE
NEW YORK 22, N. Y.

gm

July 1, 1947

Dear Larry:

As you will recall at the last meeting of the Board it was decided to create three committees.

1. Committee on Publications: to consider not only the News Bulletin, but all Institute publications. I would like to name the following members of the Board for this committee: Chairman, [illegible] Leland; members, Dickey, Kotschnig, Shaw, and [illegible].

2. Committee on Finance: Chairman, Thomas; members, Reed, [illegible]. I will be glad to ask this committee to meet in the near future if you think it wise.

3. Committee on Lecture Bureau: Chairman, Carman; members, Hovde, Robinson, and Gildersleeve.

I assume that you will inform the members of the Board of their appointment and advise them that their reports will be expected at the autumn meeting.

I thought your handling of the Board meeting of this week was very skillful indeed.

Sincerely yours,

Mr. Laurence Duggan
Institute of International Education
2 West 45th Street
New York 19, New York

dm

E. R. M.
F. 1155

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June 27, 1947

Mr. Edward R. Murrow, Vice President
and Director of Public Affairs,
Columbia Broadcasting System, Inc.,
485 Madison Avenue,
New York 22, New York.

Dear Ed:

First of all I want to thank you for taking a whole day from your busy schedule to preside at the meeting of the Institute's Board of Trustees. I hope you feel that the meeting was worthwhile. I definitely do. Although the discussion was not as spontaneous or considered as I would have hoped, nevertheless we got some definite sailing orders which will permit planning for the future.

The matter of covering the small deficit with which we will end up this fiscal year is on my mind. I think we agreed that this should be undertaken by a few of us leaving the energies of the Board as a whole to raising the large-scale funds necessary to put our plan into operation. Packard is one who can help greatly in raising the funds for our small deficit. He told me, however, yesterday that that he was leaving shortly on a trip to the Orient.

I earnestly suggest, therefore, that you get in touch with him and see if he won't do his part -- which could easily be the major part -- before he goes.

I will be out of the city for about two weeks beginning next Tuesday.

With best regards,

Sincerely,

Laurence Duggan

Evaluation of Foreign Student Credentials by U. S. Office of Education

By ALINA M. LINDEGREN*

AMONG SERVICES which the U. S. Office of Education renders to colleges, universities, and other agencies is the evaluation of foreign student credentials. Beginning in 1918 with a reply to one request, this service currently involves the evaluation of credentials for about 2,000 students annually.

Origin and Development

The first request for an evaluation, according to records on file in the Office, came in November 1918 via the Department of State and is concerned with the equivalence in terms of education in the United States of graduation from an Italian Liceo. The second request, dated March 1, 1919, from an examiner in the State Department of Public Instruction of Illinois, asks if graduation from certain schools in the Province of Ontario, Canada, corresponds to graduation from a 4-year high school in the United States. Some weeks later the Dean of the University of Virginia wished to know if he would be justified in accepting at its face value, for admission to the University, a certificate from the North China American School at Tunghsien, China. By the end of the year the Office had received a total of 17 requests dealing with education in 12 different countries.

Over the years the number of requests, or "cases" as they came to be called, increased materially, and by the close of January 1947 the total had reached 16,757. The number received during the past 10 years is shown in the accompanying table:

Year:	Number	Year:	Number
1936–37	670	1941–42	978
1937–38	910	1942–43	687
1938–39	1,040	1943–44	813
1939–40	1,161	1944–45	909
1940–41	1,158	1945–46	1,466

Some idea of the number of countries and languages involved in the evaluation of credentials may be obtained from statistics for the 5-year period ended June 30, 1945, when the Office evaluated an average of 908 cases a year. The credentials came from an average of 71 different countries and required translation into English from an average of 32 different languages.

Procedure

The usual procedure in the evaluation of credentials for studies completed abroad is for the student to present his original certificates, diplomas, and other school records to the university or college he wishes to attend in this country or to the State examination and certification officers of the State in which he wishes to practice a profession. If these school or State officers desire the assistance of the Federal Office, they send the credentials for evaluation.

Requests for evaluation are addressed regularly to the Director of the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C. As each case is received by the Division it is given a number for permanent identification and assigned for evaluation to one of the three sections of the Division: European, Near and Far East, or American Republics. If the student has attended school in a number of different countries, his case is identified with the country in which he has had most of his secondary schooling.

When a specialist evaluates credentials, he arranges them in chronological order, translates into English—if necessary—any key credential, and makes a brief summary of significant educational data. He next consults the laws, regulations, study plans, curricula, and other pertinent data governing the issuance of the credentials in the country from which they came. Then after formulating an opinion as to the worth, in terms of education in the United States, of the schooling represented by the credentials, he sends the opinion or recommendations, the credentials, and any translations to the school or State officer who requested the evaluation.

Sources of Information

A policy of the U. S. Office of Education, since its founding in 1867, has been to acquire from other countries official and nonofficial publications on education. These materials have been obtained through exchange with ministries of education and with other educational and cultural organizations and agencies abroad; through the Department of State; through

Specialist in European Educational Relations, U. S. Office of Education.

745081—47

direct contact with educators in other countries; through Office of Education specialists sent abroad to gather data first-hand; and through purchase. Materials thus acquired form a unique and extensive collection of books, pamphlets, and periodicals on education in other countries.

Materials of particular worth in the evaluation of foreign student credentials include: (1) Educational laws and regulations of the various countries, (2) school prospectuses, programs of study, and curricula, (3) university catalogues, study plans, and examination regulations, (4) annual reports of the chief executives to the legislative bodies of their countries, and (5) statistical yearbooks of the various countries. Inasmuch as the materials are in the national language, they give the specialist an opportunity to obtain from original sources, a picture of the educational system of the country during the years shown on the credentials.

Policies

In its evaluation of studies completed in other countries, the U. S. Office of Education considers each case on its own merits. The Office does not bind itself to any fixed amount of credit for work done in any particular country, school, or class of schools.

The Office does not grant credit or confer degrees. On the basis of data and information about education in other countries the Office tries merely to interpret, in terms of education in the United States, the schooling represented by the credentials presented to it for evaluation. On the basis of additional information or credentials the Office is always glad to reconsider an evaluation and to change its recommendations when the additional credentials and information warrant it.

The function of the office with reference to the evaluation of foreign student credentials is only advisory and informational. The recommendations made are in no way binding upon the school or State officers requesting an evaluation. The recommendations of the Office may be accepted as given, they may be set aside entirely, or they may be used only in part as a guide in the formulation of the final decision and placement of the student concerned. As already implied, the Office does not issue an evaluation to an individual. Evaluations are sent only to registrars, admissions officers, or to State registration and certification officers.

Publications

The Office is not interested in building up a large evaluation service. It is rather interested in helping registrars, admission committees, and State offices to form their own opinions as to the academic status of an applicant presenting credentials for studies completed abroad. Thus, at the request of the American Association of Collegiate Registrars for information that would help registrars and admission officers to make proper academic placement of students from other countries who wished to continue their studies in the United States, the Office began in 1932 the preparation of a series of publications on education in other countries intended mainly for use in connection with credential evaluation, but which would be helpful to anyone interested in the educational systems in those countries.

The first of these publications was *Institutions of Higher Education in Sweden* (1932), which prior to publication was submitted by the Office to a committee of the American Association of Collegiate Registrars for review as to whether it contained the type of information that would be helpful in the work of evaluation. This pamphlet was followed by a series of bulletins, such as: *Institutions of Higher Education in Norway* (1934), *Education in Czechoslovakia* (1936), *Poland's Institutions of Higher Education* (1937), and *Education in Germany* (1939). In 1938, a more specialized study was made which resulted in a publication, *Education and Service Conditions of Teachers in Scandinavia, the Netherlands, and Finland* (1941). Since many of the foreign students—prior to the outbreak of World War II—came from European countries, these bulletins were devoted to countries of that world area.

With the outbreak of the war and the strengthening of the Good Neighbor policy with the other American Republics, the number of students from these countries who wished to enter universities and colleges of the United States increased. A demand soon arose for information about education in the other American Republics. To meet this demand, as well as to provide a basis for a closer cooperation in the field of inter-American education, the U. S. Office of Education undertook, in the fall of 1943, the preparation of basic studies on education in a number of Central and South American countries.

The project is under the sponsorship of the Interdepartmental Committee on Scientific and Cultural Cooperation. The work involves travel in the various Central and South American countries by Office of Education specialists to gather data first-hand on educational systems, and the preparation of reports for publication. The four bulletins that have come off the press to date are: *Education in Chile* (1945), *Education in Peru* (1946), *Education in Colombia* (1946), and *Education in Costa Rica* (1946).

Reprint from HIGHER EDUCATION, VOL. III. NO. 17, MAY 1, 1947
FEDERAL SECURITY AGENCY • U. S. Office of Education

U. S. GOVERNMENT PRINTING OFFICE: 1947

INSTITUTE of INTERNATIONAL EDUCATION

Incorporated

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VANDERBILT 6-1471

NEW YORK 19, N. Y.
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March 26, 1947

Mr. Edward R. Murrow, Vice President
and Director of Public Affairs,
Columbia Broadcasting System, Inc.,
485 Madison Avenue, New York 22, New York.

Dear Ed:

I enclose a salary schedule prepared by Fisher which contains certain marginal notes of his with regard to increases.

Yours sincerely,

Laurence Duggan

Enclosure:

Salary Schedule as of
April 1, 1947.

INSTITUTE OF INTERNATIONAL EDUCATION

Two West Forty-Fifth Street

New York 19, N. Y.

SALARY SCHEDULE , as of April I.1947.

ADMINISTRATION.		
Director : Laurence Duggan	$15,000.	
Assistant Director: Edgar J.Fisher	9,200.	
Administrator: George F.Ashworth	8,000.	Joins the Staff, Apr.
Consultant : Hanny H.Pierson	4,000.	For 6 months period
Director's Sec.: Claire Wertenbruch	3,000.	
Ass't.Dir.'s.Sec.: Jocelyn J.Patterson	2,340.	
Additional Secretary:	2,210.	From April 1st.
STUDENT BUREAU.		
Senior Secretary: Edna Duge	3,565.	
" " : Emily Donick	3,565.	
" " : Ruth Hubbard	3,565.	
Regional Secretary : Eleanor T.Middleditch	2,760.	
" " : Nuvart Parseghian	2,760.	
" " : Olive Holbrook	2,588.	Consider for increase
" " : June Kempf	2,243.	" " "
Junior Secretary: Audrey MacAdam	2,243.	
" " : Bess N.Trinks	2,243.	
" " : ~~Laura J.Barney~~	~~[illegible]~~.	Recommend increase now
Laura J.Barney	1,820.	" " "
Senior Stenographer: Jessie A.Hyde	2,243.	
" " : Irene Podhorecki	2,243.	
Junior Stenographer: Carol Stokes	1,820.	Consider for increase.
" " : Edith Albanese	1,944.	
" " : Yoshiko J.Mori	2,080.	
" " : Anne Neprud	2,080.	
" " : Lenor Burmaster	2,080.	
LE CTURE BUREAU AND TEACHER SERVICE.		
Senior Secretary : Mildred E.Adams	2,840.	
Assistant Secret.: Marjorie K.Horton	2,243.	
Junior Stenographer: Rosamond Laidler	1,820.	
LIBRARY/INFORMATION SERVICE, AND SUMMER SESSIONS.		
Librarian : Helen Ripley	2,542.	
Publications: Agnes M.Dowd	2,800.	Adjusted according to number of months at work
Assistant : Alice Dodds	2,243.	
" : Lily von Klemperer	2,080.	
" : Phyllis Vance	1,950.	

I.I.E.
Salaries as of Apri.1,1947.

COUNSEL AND GUIDANCE CENTER.

Field Secretary : George Hall ----------	$5,175.	
Secretary : Evadeane Kemp ----------	2,600.	Joins Staff,Apr.1,1947.
Secretary : Beryl Parke ----------	2,392.	Suggest salary adjustment from April through July, when she plans to leave.
Stenographer : Virginia R.Kelley ----------	2,080.	Temporary Basis.

BUSINESS DEPARTMENTS.

Senior Accountant :Lillie T.Sutherland ----	3,278.	
Junior Bookkeeper :Ruth E.Bennis ----------	2,243.	
Insurance Secretary:~~Charity B.Street~~-------	2,542.	
Filing Clerk : Elizabeth M.James -------	2,070.	
" Assistant: Gene Kelley ----------	1,794.	
" Assistant: Carolyn Reilley --------	1,560.	To assist Miss Sutherland as desired.
Mail Clerk : Rosamond O'Kane ----------	1794 .	Consider for increase.
" " : Thelma de Costa ----------	1,794.	
Receptionist : Helen Stovall ----------	2,093.	

WASHINGTON BUREAU.

Administrator : A Randle Elliott ----------	6,000.
Secretary,I.A.E.F. : Mary M.Delaney -------	2,080.
" ,Clearing House:Josephine Manzano-	2,243.
" to Administrator:~~Pauline Sloan~~---	2,080.

Typed by E.J.F.,
hence please excuse.
March 15,1947.

Ben — copy to Duggan please 3/5

ASSISTANT SECRETARY OF STATE

WASHINGTON

February 27, 1947

Dear Ed:

I'm just back from Arizona, and I understand that Ken Holland telephoned you to tell you that I had recommended Mr. Laurence Duggan to the President, for appointment on the Board of Foreign Scholarships. Of course, you understand that these appointments are made by the President, and that my recommendations may or may not prevail. The Fulbright Bill puts full power in the hands of the President.

I've also heard from Nelson Rockefeller about Laurence Duggan, and I have passed along to him this same information.

This will show you that I concur wholly with your views and your attitude towards the Institute of International Education, and towards Mr. Duggan.

When will you let me welcome you in Washington? How are you doing?

Very sincerely yours,

Bill

William Benton

Mr. Edward R. Murrow,
Columbia Broadcasting System, Inc.,
485 Madison Avenue,
New York 22, New York.

Columbia University
in the City of New York
LEGISLATIVE DRAFTING RESEARCH FUND
510 KENT HALL

September 27, 1946

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York City

Dear Mr. Murrow:

It is very kind of you to write me about my resignation from the Board of the Institute of International Education. The association means a great deal to me and I appreciate what you say. Since you wish it, I will stay on the Board another year.

Very sincerely yours,

Joseph P. Chamberlain

Joseph P. Chamberlain

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

DEPARTMENT OF STATE
WASHINGTON

Prof. Duggan

In reply refer to
OIC

September 26, 1946

My dear Mr. Murrow:

In the absence of Mr. Acheson, your letter of September 9 has been referred to me for reply.

I am very glad to know that Mr. Laurence Duggan is to become the Director of the Institute of International Education, and to receive the revised list of the Board of Trustees. The doubling of the grant to the Institute from the Carnegie Corporation should also make it possible for it to expand and improve its services.

All of this information will be taken into consideration as the Department of State considers the utilization of the Institute of International Education in administering the student exchange program.

Sincerely yours,

William T. Stone

William T. Stone
Director
Office of International Information
and Cultural Affairs

Mr. Edward R. Murrow, Vice President,
Columbia Broadcasting System, Inc.,
485 Madison Avenue,
New York 22, New York.

COPY

Mr. Murrow

MEMORANDUM - WASHINGTON BUREAU

I.I.E.

Aug 29, 1946

TO: SD and EJF
FROM: ARE

CONFIDENTIAL

Subject: St. Dept. Consultation of Private Agencies

I learned today from HHPierson that Mr. Benton has designated Mr. Howland Sargeant to consult the list of private organizations. He apparently is going to go around to the various organizations, beginning in New York immediately; and on the basis of his final report and recommendations, the St. Dept's decision will be made.

Via private intelligence (and hence strictly in confidence at this stage) I learned that St. Dept's current plans for the ten-man Board of Foreign Scholarships, to be appointed by President Truman under provisions of the Fulbright Act, include provisions for the following representatives (exactly in this order and as follows):

Veterans Administration
Office of Education
National Catholic Welfare Conference
American Council on Education
One veterans' organization
IIE Director
Social Science Research Council
National Research Council
American Council of Learned Societies
American Association of University Women (or bi-national foundations)

ARE

P.S. I'll call you up tomorrow

SD

Institute of International Education
Extramural Lectures

Pamphlet Series No. 2

Discussion of International Problems With Students in the South

by

DONALD GRANT
Writer and Lecturer on International Affairs,
London, England

INSTITUTE OF INTERNATIONAL EDUCATION
2 West 45th Street New York City September 15, 1936

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FOREWORD

Mr. Donald Grant is the third foreigner whom the Institute sent to lecture on international affairs in the more remotely situated colleges that are infrequently visited by citizens of other countries. He was preceded by Dr. Karl Polanyi, an Austrian, and Professor Etienne Dennery, a Frenchman, and it is interesting to find him concurring with them on the open mindedness of the students and the avidity with which they grasped the opportunity to hear an authority in his chosen field. Mr. Grant's work since the World War has brought him into close contact with the students of most of the European countries. This experience suggested comparison of the views of those students with our own that is very illuminating. The chief difference he discovered is the greater spirit of optimism that adheres to our own students' opinions, due unquestionably to the harsher experience of the European students since the World War and the ever threatening presence in Europe of the call to arms which may mean disablement or even extinction. Of special interest in Mr. Grant's report are the accounts of "composite" discussions between students and lecturer on the League of Nations and the problem of neutrality.

The Institute will continue to circuit to the more remote institutions men of the calibre of the three fine scholars and teachers that have already been sent. The enthusiastic reports made by the presidents and deans of those institutions certainly justify such a decision. However, the Institute believes that the unanimity of the three lecturers in their evaluation of student attitudes would probably be shared by others. Hence it does not contemplate continuing the publication of the reports made in the future.

STEPHEN DUGGAN.

MR. DONALD GRANT

DONALD GRANT grew up in the Highlands of Scotland. In Edinburgh University he majored in History and Modern Languages. After graduating he studied theology for four years at New College, Edinburgh. During this period he lived and did social work in the slums of that city. Then followed three years of work as travelling secretary of the Student Movement.

During the post-war years Mr. Grant has lived and worked in many countries; shared in the reconstruction, during 1919, of the devastated areas in France; was called to Austria to help in the beginnings of relief work there, 1919-1924, and was prominent in developing Austrian Student Relief, which later became so well known as International Student Service. As organizer of this student and professor relief, he visited repeatedly most of the countries of Europe, and was sent in 1922 as the pioneer of this work into Soviet Russia during the famine.

The years, 1925-1929, saw him visit India and Australia on his way to New Zealand, where for four years he acted as General Secretary of the Student Christian Movement, returning in 1929 to Europe to work for international peace. Once more, 1929-1933, Vienna was his home, and more than ever the problems and politics of Europe became his study. Again he visited, year after year, the lands of Central Europe, of Eastern Europe, and the Balkans, promoting work for peace.

In 1932 and 1933, Mr. Grant spent most of his time in Geneva, watching the Disarmament Conference and writing about it. Since then he has been engaged in lecturing on many aspects of this changing world in the schools and colleges of Great Britain.

All through these years of active international work, Mr. Grant has also been writing about political and international affairs. In 1923, he launched and was the first editor of *Vox Studentium,* the international student magazine of the International Student Service. While living more recently in Vienna, he was for sometime Central European correspondent of the *Christian Century.*

Mr. Grant holds, *honoris causa,* the gold medals of the Universities of Vienna and Innsbruck; while the University of Graz and other Austrian colleges made him an honorary member.

DISCUSSION OF INTERNATIONAL PROBLEMS WITH STUDENTS IN THE SOUTH

After travelling, living and working for seventeen years in many lands, but not America, I was gladdened late in 1935, by the invitation of the Institute of International Education to lecture in American colleges. Between February and May 1936, I visited twenty-two colleges, and lectured and talked to thousands of students. My gratitude to the Institute for this experience, rich in enlightenment and education for me, is strong and sincere. I feel that I have advanced another grade in international education.

The word "campus" takes me back to schooldays and Latin in the far Scottish Highlands. Henceforth it brings to me the picture of a spacious, free, grassy meadow or slope, beautiful with trees, intersected by paths, around which arise the buildings of an American college. Characteristically the quadrangle (quad) of the English is more enclosed. Walls form part of it; perhaps colonnades, centuries old. The sense of the past is there. There are students, lectures, dons; gowns and trenchers; pipe-smoking and conversations which are ends in themselves; leisure, appraisement,—no ulterior motive. The campus however, is just a part of the immense American landscape; it is nature. There are squirrels, wood-peckers, even whippoorwills; power plants; motor trucks, the vigor of a base-ball game. One may shout and run on the campus. There is study here; but also manual work; no gowns or trenchers, the ancient symbols of *academia.* The farmer, the mechanic, as well as the student, is quite at home on the campus. Indeed, very often the farmer, the mechanic, is the student.

Landing on February 12, 1936, in New York, late in the afternoon, I found myself two hours later catching a night train for West Virginia. Promptly my schedule had begun. Next morning, arrived at my destination, I saw the landscape wrapped in snow, more falling, and no car from the college. At once the station agent, by telephone, arranged everything for me, and soon I was set down in the small co-ed college where my first attempts were

to be made to describe and explain international matters to American students. It is worth remarking that this first college I visited resembled in situation and layout Glasgow University; was so designed by its founder, who, early last century himself graduated from that Scottish seat of learning. Incidentally as I entered the guest-room, the departing guest was just making his exit. We looked at each other, greeted each other, with surprise. We had met in Europe ten years before!

The background of my tour in twenty-two colleges in the South is already indicated: The main features are constant travel, help and coöperation on every hand, frequent meeting with friends and acquaintances; many points of contact with Britain, and a warm appreciative reception in the colleges themselves.

The Typical Program

What happened in this first college is typical. The first meeting was an informal one during the afternoon. A small group it was, mostly faculty members. Because of the nature of the group I described Post-War Vienna and explained the significance of a municipal constructive program helping to develop a "new type of life." There were many questions. For instance "Why did the workers of Vienna not try to 'climb' into 'higher' social classes?" Another question showed how difficult it was for the American student to assume a housing system, even in Vienna, which was non-profit making.

The chapel address next day, brought out the entire student body and faculty—about four hundred, to hear the lecture on "Post-War Europe." After that there followed visits to classes, sometimes to several classes meeting together. The subjects presented were: "The Present Moment in Europe," "Japan and the Future of the Pacific," "Soviet Russia in the World," "The League of Nations and Other Ways to Avoid War." The program was made up of one formal lecture, with my large post-war map of Europe well in view and constantly referred to; then four talks in classes with questions following. Invariably maps were employed.

How gratifying was my experience in that first American college! I was received cordially and enabled to feel at home. Of

five or six members of the faculty I saw a great deal, discussing with them personally at meals and on other occasions; and also being invited by them to spend an hour in their respective classes—history, economics, government, sociology. From the student body I had a friendly reception and in the classes many good questions. To all appearances, there was considerable receptivity towards my material. I was kept busy.

Questions, Topics and Discussions

In another college, larger, and of a different type, the close coöperation of the faculty and the response of the students were the same. Five hundred attended the formal lecture, and many requests followed to meet with various classes. The attendance at these classes increased until at the final class meeting (the fifth) over a hundred were present. Also, following the talk, came forty-five minutes of questions and answers. There was clearly a desire for more. "Tell us more about the League of Nations" was one of the requests here—acceded to. Also there was real interest shown in questions about society, labour, unemployment, as fundamentally international questions. Interest also abounded in the position of Soviet Russia in the World; and questions about the Pacific Basin.

Sometimes, in addition to the lecture and the talks in colleges, I was invited to meet with special groups, either of faculty members, or of serious minded citizens in touch with faculty members, or with special meetings of the Student Y.M.C.A. or Y.W.C.A. At these meetings, which were often well attended, I usually spoke on "Religion To-day in Soviet Russia, in Germany, in Britain." For the more senior gatherings my subject was apt to be "The Rise and Significance of Fascism." Questions and discussions invariably followed. I remember one pleasant occasion when the President of a college and many faculty members assembled with about thirty citizens of a small town—ministers, lawyers, merchants and one senator, wives accompanying husbands—for dinner one evening, followed by a full session on "Fascism versus Christianity," developing into an open forum. The serious interest of all present was manifest; and there was desire to get beneath the surface happenings and slogans of Fascism.

I might begin now to show what kind of questions students have been asking of me in these twenty-two colleges, for the same

questions came up again and again. American students are extremely, gratifyingly, ready to walk up to the visiting lecturer saying "I certainly did enjoy your talk." That response seems spontaneous, and is very frequent. They are ready also to put a question to one individually. But they are not at all so ready to speak in the group. There seems to be a touch of self-distrust; an unreadiness to reveal oneself before all the other students. It does not seem to be shyness towards the lecturer. All the same, the questions listed, were brought forward in class.

"What would happen in Italy if Mussolini were removed from the scene?" This question is asked also about Hitler and Germany.

"Is Stalin a dictator in the same way as Mussolini or Hitler?"

"Would there be coercion to prevent a State quitting the League of Nations, just as there would be to prevent a state leaving the Union?"

"If war broke out in Europe, would Japan come in on the side of Germany?"

"If war broke out in Europe, how would the European States line up?"

"What does Europe think of America?"

"What does Britain think of The New Deal? of President Roosevelt? of American neutrality?"

Questions such as these were asked in many colleges. Some of them can be answered simply; or should, at least, be answered simply, because they reveal, as a rule, an interest akin to that in newspaper headlines. Other questions of course necessitated a fuller treatment. But that again depended upon time available and upon the capacity of the questioner and hearers. One just sensed that. All this emphasizes the value of the question and answer method as an addendum to a lecture or a talk. I found invariably that the audience is more alert during question time, shares more vividly in what is happening, is more likely to assimilate information and to see light in a given situation when this technique is employed. The occasional failure of a college audience to venture into a bout of questioning is all the more regretted.

Now I think of a still larger college, with a bigger staff containing some members of faculty who know Europe and the League of Nations, quite well. In no college was I more effectively employed than in this one. My formal lecture on "The Dangerous State of Europe" was heard by seven hundred students. Thereafter I gave four talks to assembled classes numbering over one hundred on the average. There was no lack of questions either, and it was gratifying to find that the questions showed considerable understanding of the ramifications of international affairs at the present time. Among the questions were these:

"Is Starhemberg getting more power in Austria?"

"What is the Policy of Poland?"

"What is the British attitude towards Germany's Claim for the Restoration of Colonies?"

"What are Japan's chances of success in a war
(a) against the Soviet Union?
(b) against U. S. A. plus Britain?"

"Will the United States maintain any responsibility for the security of the Philippines after the ten year period is over?"

It was interesting to find in this college not only such well informed questioners but also a very friendly and coöperative attitude between faculty and students. More than almost any which I visited, this college is provided with a number of teachers well-equipped not only in history, political science, sociology, and government, but also in international relations. Topical and important questions relating to international affairs seemed frequently to be discussed in the classrooms. It was here that I shared in the most useful and thorough discussion of neutrality policy and collective policy (League of Nations) as means of avoiding war. Incidentally few colleges took fuller advantage of the visiting lecturer than this rather well-equipped one.

Sometimes I found a small college, boasting of no especially trained internationalist on its faculty, turning to very good account the presence of a European lecturer. For instance in one such college, representative chiefly of all that one finds in an agricultural area, these questions were asked:

"Can America keep out of the next war?"

"Did not the treatment of Germany after the War make the coming of the Nazis probable?"

"Why do you take so much time to explain the Balkans and the position and policy of Hungary?"

One faculty member in this small college asked whether I thought that the final cleavage in Europe was between Fascism and Communism. Out of the same group emerged these questions:

"Did not the encroachment by Jews in Germany after the War provide any justification for the Nazi drive against them?"

"Would Otto von Hapsburg return to Austria and Hungary? If so, would he throw his protection over Jugoslavia?"

That is only a selection from among the questions put in this modest college. The questions themselves, and often the way they are put, reveal a good deal. That is one reason why I cite so many of them, in the form in which they were presented to me. Further, it is clear that these questions and others like them are a very effective means of eliciting much more information. And this is all the more valuable because it comes in response to the initiative put forward by the audience itself. Interest, receptivity, and probably illumination all tend, according to this method, to be increased.

A Unique College

It was a valuable experience to spend three days in a college well-known for its educative work among students who come from a hard and sequestered environment. Literally the little town is run by the college. In the college itself, in which the students earn towards the cost of their tuition and maintenance, and profit also in ways other than financial, one could see the signs of an experiencing and creative mind. Here is a college still growing, because it has life, purpose, vision. It is a college whose president* can be on the campus most of the year, in touch with every phase of college life, aware of the students, knowing them as individuals, watching them develop, and following them after graduation.

* In very many of the smaller colleges the president's chief function is to travel about the country raising money for the college.

Moreover he is in touch with the wide world, brings visitors from other lands to speak to the students, and seeks to make more vivid to the college the rapidly changing phases of that interdependent world.

I was able to see and feel how this college is realizing its purpose to fit young people to live a better, healthier, fuller life in the country, in their own struggling townships which need their contribution so much; it awakens in them the desire to provide better food, clothes, houses, environment; to develop community life. Incidentally I saw some of these students enact a play sometime later, which effectively gets this idea across. Such a college is itself of international interest.

The Scope of International Education

Modern man lives in such a way, dependent upon products and services provided in all parts of the world, that the whole world is his environment. The educated modern man knows this fact and seeks to understand this relationship with his environment. This is where international education comes in. It is part of the education of students not only to know but also to understand this relationship, and its implications. True education to-day must be international. This fact means additional interests but also additional demands. Interest in, and also growing knowledge and understanding concerning the world environment, are to be expected therefore especially among young people in the colleges. Yet this interest, this knowledge is sometimes notably absent. Why is this?

I believe the interest is nearly always there, but that sometimes the approach to the material might be more closely related to the lives of persons, and of populations. Something is often lacking, something which perhaps only the widely travelled teacher can supply; that is the experiences, the circumstances, the feelings and grievances of the populations affected by the treaties. The approach to the subject needs to be a double one—the details of the treaties on the one hand; the experiences, the lives, the policies of the peoples affected, on the other hand. The two contributions together help the students not only to get the facts, but to feel that the facts are alive. This happens when they see the facts informed and vivified through the experiences of peoples. This double treat-

ment is not only more interesting for the students, it is almost essential for an understanding of international affairs.

It would seem that the mere recording of facts, events, happenings, may mean little in terms of international education. Events must be linked together in the network of cause and result. Nor should this underlying connection be dealt with too mathematically, as if it were possible to be completely clear about the whole background. An experiencing teacher finds his way and works ahead to some extent, along with his audience, bringing them forward with him, sharing his discovery with them, also his interest; and his own degree of ignorance or uncertainty. A discussion, for instance, on the policy of Poland, achieved objectively and tentatively with the honest admission that one is not finally clear about the matter, has, I think, a very good effect, educationally, upon a class of students. Finality, like dogmatism, seems to have slight educational value.

As for this recording of events, as facts, and therefore part of knowledge; it can be overdone. It is rather dull, and young people do not respond to dull things. There is certainly life, fear, danger, behind the facts which to-day are significant internationally. There is also purpose, ambition, endeavor. Is it not possible to reveal this background, and release the life behind the dull dates and events? Curiosity, questioning, independence in face of shibboleths, criticism of accepted practices, are called for in this matter. Students like to be critical and independent. Indeed it is part of their function as students to be that. So the teacher can help them and enjoy himself by indulging in criticism, questions, independence of mind for a period. There is plenty of material to handle in this way. For instance, some students know the labels "Haves" and "Have Nots," and are ready to dispose of the present complex European (even world) situation as a struggle between the "Haves" and the "Have Nots." Here is a chance to consider that over-simplification and by seeking to apply it, to show its inadequacy. The claim to colonies by Italy or Germany in the same way is an opportunity to get beneath the surface of facts and policies, and to discover motives and purposes behind the policies, such as fear of war, possibility of aggression, danger of isolation and of dependence upon other States. This might lead on to more discussion of the nature of the present day interdependent world.

To my mind the policies of Germany, Italy, and the others become more interesting and real to students when they realize in this way that there is life, struggle, human experience in the policies and behind the events. Again, British policy has really changed during 1935. An effort to trace the various causes behind that change would probably help students in a general way to be critical and objective in pursuing truth. At the same time such a tracing of the causes would help them to know and to understand the world to-day, what it is and how it changes.

If we can reveal the present day world in this somewhat varied way, so that students feel that, although it may not be quite safe and comfortable, it is certainly growing and changing, then I think we have begun to link them personally with the environment which affects them, and which in turn they may effect. Actually this should surely lead to the opening of an avenue into a realm of many interests and challenging possibitities; a realm to be affected by one's religion as well as by knowledge of economics and of history. In seeking to realize in the changing world of to-day the principles of justice, equality and internationalism, the most eager and virile young Americans will probably find the moral equivalent of war.

The best professor I ever had was Professor Otto Schlapp of Edinburgh University. He taught German Language and Literature; but he added all that he was in himself; poetry, music, history, folk songs. Nothing human was foreign to him or his classroom. Thus his students were through him, in touch with *Universitas*—the true university. It seems to me that the same kind of versatility is advisable, almost necessary, in one who represents international education. Certainly the formal lectures are essential. Wide and detailed knowledge must be the basis upon which a teacher in international education stands. Academic distinction, where present, has its value. International education demands more than these, especially if the field for it is in some of the smaller colleges where the lecturer cannot assume much in the way of background. In addition to policies, treaties, attitudes of different states, world events, international education involves some kind of acquaintance with other lands, peoples, races, cities, schools, recreation, songs, language, the experiences of other countries and nations. We must try, as the French have it, to "get inside the

skin" of other peoples. One mark of the internationally educated is the glad acceptance of *difference,* and talks, conversations, discussions to achieve this end are quite likely to be impromptu and even incomplete; that is surely as it should be. International education like all education is seldom complete.

Some of the smaller colleges laid hold of the lecturer after this fashion. One had to be ready for almost any kind of subject, any kind of interest, and to use it as a means towards the end in view. For instance, one day in a small college meant the following program:

8 A.M.	Spoke to rural economy class on the experiments and developments in rural economy, education, community, drama, music, reading, gardening, agriculture, carried on in Oxford, New Zealand, by a prominent teacher and educator there.
9 A.M.	Read from the poems of Robert Burns in broad Scots. Spoke about Scotland and Burns; about the Celtic spirit. Read Celtic poems; spoke about Ireland.
11 A.M.	Lectured on Italy, Abyssinia, and the League of Nations.
1 P.M.	Lectured on the "Significance and Achievements of Post-War Vienna."
3 P.M.	Went over the most popular books in the college library with the librarian; discussed recent books, poetry.
4:30 P.M.	Long talk with one student about religion.
7 P.M.	Talk on "Ways to Avoid War." Open Forum.

My point is that *nowadays* true education leads out into international education. In fact, that policies and war dangers as material for study are not enough; that rural community experiments in New Zealand, the Celtic spirit and Celtic poetry, as much as the rôle of Outer Mongolia, and Soviet Russia's discoveries and developments in the Arctic circles are part of international education.

Although the smaller colleges are as a rule not very well-equipped in an academic sense to promote international education, it is often these colleges that make the most useful efforts to help their students. This is due, I think, partly to the fact that *coöp-*

eration in discovery and in discussion is the more necessary; also to the fact that a few members of the faculty take the matter seriously, with the result that their devotion and purpose communicate themselves to the students. It is not hard to imagine how gladly and to what an extent these colleges are ready to employ a visiting lecturer whose subject is international education. Some of the most gratifying experiences of this nature that one had were in colleges quite small and modest.

The American South and Scotland

The colleges visited were in the South. At once, in the South, I noticed a different outlook than in the North. Not only is the tempo of life less rapid there; the sense of the past is also more vivid. One is aware of this not only in the appearance of the towns but in the interests and memories of the people and of the colleges. Chiefly noticeable is the different attitude to the Civil War. It is remembered; it is always mentioned, brought into conversations, an every-day fact, so to speak, although generally quite without bitterness. The South evidently suffered more, lost more, remembers longer. As the weaker party it resembles Scotland in her historic wars and struggles with England—not to mention her rebellions of the 18th Century. England has forgotten these. Scotland remembers them. They are celebrated in many Scottish songs.

The last of these rebellions (1745) against England brought many Scottish exiles to the southern states, especially to North Carolina. I met this fact repeatedly. One place in which I lectured is called Maxton (Macs'-town).* One of my most pleasant memories is of a three-day visit to a college named after Scotland's most notable heroine—Flora MacDonald, whose devotion in 1746 made possible the escape of Bonnie Prince Charlie from the pursuing English army. (Incidentally I found that Cumberland Gap is named after the Duke of Cumberland who, as a leader of that army imposed the brutal, repressive measures in the Highlands of Scotland following the rebellion, which led to the migration of many Highland Scots to America).

In the colleges of the farther South I seemed to notice that there was less preoccupation with the difficulties of Europe, and

* This was explained to me locally in Maxton.

even less concern about the danger of war, and whether by a policy of neutrality America could keep out of any war. This quietness may be due partly to distance, but I surmise that a comfortable environment which seems to be the background of many of the students is also behind it. Invited to speak in one college to a special society of men and women students I chose "Soviet Russia 1917-36," but felt that there was little interest in that subject.

In one southern college, Latin America and the interest in it of the Professor of Spanish provided one of the most useful avenues into the international field that I encountered in that area. For the rest they seemed to find Europe and Soviet Russia rather far away and not pressing in upon their attention.

Visits to Negro Colleges

Negro colleges in three different states welcomed me during my tour. That experience was an addition to my international education, for which I am very grateful. In these colleges the first interest is in the whole series of problems emphasized (and some of them raised) by Italy's invasion of Ethiopia. Indeed I found students asking with some bitterness why the League of Nations was not preventing Italy. Questions about Africa and India also came up for discussion, and questions about race. I was asked in one college what I thought of the following statement:

> "No government has a program based upon the assumption of racial equality."

I was asked further whether I thought "that the League of Nations' policy of mandates was not a transgression of racial justice and equality." This led on to some discussion of the treatment of races and nationalities in Soviet Russia. In addition to these questions I found the Negro colleges more keenly alert to the significance of developments in the Pacific Basin than most of the other colleges.

The experiences, the antagonisms, and the policies of the various nations of Europe are, on the whole, unreal to American as also to most English students. The break-up of an empire, the inflation of currency, revolution and counter-revolution, politics as a life and death struggle, are, as actual human experiences, beyond the grasp of the American student. He has had no direct contact with these

things; has not been associated with persons, parties or nations which have had the experience. The Negro student, it seems, does realize more vividly the position and the outlook of the Ethiopian or the British Indian; probably also the aspirations of the Chinese and Japanese. The Negro student in America has a wider and deeper experience than the white American student. The pains of this suffering world are more real and understandable to him. He is more apt to feel that he is in the struggle. To all seeming, American Negro students and Negro colleges can be a means of international education for many who are not yet awake to the significance of other matters.

In view of the representative questions I have cited it would not be enough just to say that Negro colleges show an interest in the League of Nations or in the Mandate system. The emphasis of the questions is the significant thing. Racial justice, racial equality, are ideals which must be faced. There is interest in the League of Nations but the demand is often made "What is its basis?" "What does it stand for?" Does this mean that Negro students are more critical, or are thinking more than other American students? I think it worthy of mention that the European Youth Movement—the original and real "Youth Movement"—seemed to be significant to the Negro student. Certainly there were questions about it. Now the "Youth Movement"—which no longer exists as a movement—was chiefly concerned with a new and creative way of personal living. It was primarily a reaction against an over-industrialized, city type of life, and against a very severe system of parental power and control.

The Students and the World

Various are the reasons leading students in the smaller colleges I have visited to take an interest in international affairs.

(1) Some of the more mature students in those colleges where there is some study of international affairs are interested and questioning towards these matters in the natural course of their own development as young people in a changing world which impinges upon them. But these students are only few.

(2) Others, also few, concern themselves with international affairs because they are also concerned with law, politics and a career.

(3) Some hope to travel to see the world and to affect the world: therefore internationalism.

(4) Race problems draw a number, especially farther South, to consider the case of Italy, Ethiopia, Africa generally, also Japan, China and Asia.

(5) Again, a number were interested because they are concerned about war and peace. The development of American neutrality policy and the deep-seated desire to keep out of war, leads a certain number to look out upon the international scene.

(6) Sympathy with and interest in Russia's experiment bring a few to the same point. Apparently very few approach the world and its organization, as a part of their own religious faith and outlook—that is, as part of the environment with which they are concerned.

Any and all of these reasons operate more powerfully in 1935 and 1936 because of international incidents and questions which come home to nearly all students. Such incidents and questions are: the advance of Japan in Asia and in the Pacific; Hitler, Germany's rearmament and military occupation of the Rhineland; Italy and Abyssinia; Britain's lead in the application of sanctions; rearmament in the world, especially in U. S. A. and Britain; influence of armament firms; American neutrality policy—is it effective?; the question of the war debts, and questions about the League of Nations, and whether Germany was justified in throwing over the Treaty of Versailles.

To all seeming, the prevalent outlook among American students is that it is important to do well in college in order to "get on," to be successful in life. I discovered few signs among the students of any uncertainty with regard to this outlook. They seemed to take it for granted that this personal policy is natural, is promising, and that nothing has happened to diminish the optimism behind it. I found among the students very little of the feeling that they are part of the "lost generation," filled with resentment against a society holding out little promise of an assured future for them.

I did encounter a noticeable readiness to consider "social questions" or even the more fundamental question of radical change

in our society as a whole, but little realization, I thought, of what is implied in such a change. I felt at times that I could detect the presence of a certain chastened mood here and there, the result, I suppose, of *the crisis*. But on the whole the traditional policy of "getting on" in terms of the good, old rugged individualism seems to be very general.

In keeping with this, I suppose, is the established position in almost all the colleges visited of formal and organized religion, of the influence of the churches, of chapel services. I was struck by the fact that in some colleges certain revivalist hymns of a strongly emotional nature were used which would be rejected by students of the same age in England. Only once do I remember being met by a question typical of questions among English students to-day. It was "Do you know any church or religious organization to-day that takes its religion seriously?" In England, in the universities and colleges, there are very many serious and religious minded students who are no longer interested in the church, chiefly because they think it is not serious, not sincere.

The chief characteristic of English students is that, in general, they *are* serious about life, and above all, are aiming at sincerity. They do question in a real way the possibility of finding full life in our present society. They are religious in the sense of being aware of, and sensitive to, the needs of others, the unemployed for instance. (I found practically no mention of this in the American colleges I visited except among faculty members). This sensitiveness about "unemployment" as a national and almost personal responsibility, is paralleled by a similar concern among thinking English students about war. It seems to me that a much greater proportion of British than of American students (as I have met them) have a definite personal concern and attitude towards war as an institution and towards unemployment as an intolerable failure of our present civilization.

Emphases in the Lectures

The question of emphasis in my talks and lectures is probably interesting. I always put Europe first, and this includes of course Italian action and policy. Where there was room for one full lecture my own recommendation was that it be upon "Post-War

Europe from 1918 to 1936." I felt that this provided a general background of fact and of conflicting interest and policy which it was necessary to describe and to make clear. Often I took the breakdown of the Austro-Hungarian Empire as the centre and starting point, giving some special attention to Hungary because her position under the treaty and her consequent grievances and policies made it easy to explain the meaning of the revision and the *status quo* attitude. I find that Americans like to have arrangements, line-ups, clearly settled; e.g. the question was repeatedly put to me "If war breaks out in Europe, just how will the countries line up?"

In seeking to explain Post-War Europe I nearly always made some effort to convey to my hearers the fact that the populations of Europe, especially of Central Europe, went through experiences in which the people of England and of America are unable to share, and almost unable to imagine; e.g., the break-up of countries; drastic changes of government, revolution and reaction, loss of territory, devaluation of money, and the general experience of loss of fortune. I found it advisable, wherever possible, to give a second lecture on the "Present Dangerous State of Europe" to explain the change that has come upon Europe (and the world) since 1932-33. In a class with a sociological interest I was personally inclined always to present them with a talk upon the "Significance of Post-War Vienna." To Vienna as a subject, the response was always warm and keen.

Second, however, to Europe came "The Significance and Importance of the Pacific Basin." Next in importance and in demand were "Soviet Russia, 1917 to 1936," "Italy, Ethiopia, the League of Nations," "Ways to Avoid War—Power Policy, Neutrality Policy, Collective Policy."

Inevitably students in 1936 realize that there is fear of war and danger of war. The attention was invariably at its keenest when neutrality policy as a means of "keeping out of war" was dealt with. At the same time I think it true to say that comparatively few students are really informed about neutrality policy, or about American freedom of the seas policy. Concerning the League of Nations too there is considerable ignorance, and not a little prejudice. To all seeming the prejudice increases in the ratio that Italy conquers Abyssinia. Without exception Italy is condemned

by the students I have been with. The League too is condemned for not arresting Italy. I found it advisable in most colleges to take time to explain to some extent just what The League is and what it is not.

A Discussion About the League of Nations

The following discussion is a composite one. That is to say, the questions and replies were never all just like that in one discussion; but all these pros and cons were put forward during several discussions, and so, what follows may be taken as representative.

Student: The League of Nations has failed. It is not saving Ethiopia.

Lecturer: Well, it hasn't really failed. The League of Nations stands for the independence and integrity of each and every member. And its resistance to Italy shows that its principles are being maintained against a flagrant transgression.

Student: But it doesn't stop Italy? And the Ethiopians will be conquered?

Lecturer: It is trying to stop Italy and that is something. Economic sanctions are now in operation and Italy increasingly feels their force. It takes time for sanctions to have their full effect. And you must notice that, for the first time in history, a number of States are standing together in an effort to stop a law-breaking State. Fifty States are putting sanctions into operation. Certainly these are not 100 per cent effective. There are many difficulties. But this is happening; and for the first time. It does amount to something.

Student: Well! Ethiopia seems doomed. They should use military sanctions against Italy. It's the only thing to stop her.

Lecturer: Military sanctions would mean war on an international scale. Leaders of democratic governments will not face that. It is too ghastly and dangerous a possibility!

Student: Why don't they close the Suez Canal?

Lecturer: Because of the fear that Italy would resist with all the power at her command; and that would mean war.

Student: If Britain and France were serious about this they would go the length of military sanctions, and Italy would have to stop.

Lecturer: There are various factors which make Britain and France stop short of that step. The chief responsibility would, in the circumstances, fall on Britain. Yet the unity and coöperation of the forces available in such an international war, are doubtful factors. Also the population of Britain as well as of France is definitely set against war, even on behalf of the League of Nations' principles, and there is the terrible cost of such war in life and suffering of every kind; not to mention the likelihood that, in the circumstances, it might fail. For every reason, it is clear that military sanctions, that is war, are ruled out. Indeed, Mr. Baldwin has several times asserted this.

Student: So Italy is strengthened; because she knows that the League of Nations will not use power to stop her.

Lecturer: I agree that Italy is all the stronger because of that position.

Student: Is there nothing that can be done? It looks a hopeless situation for those who are trying to defend law and order in the world.

Lecturer: All I can say to that is, that the economic sanctions are really affecting Italy. They certainly weaken her financially and economically, and that means increasingly a blow at her power. But it takes time.

Student: That's a poor prospect! It looks as if the League is falling down. Anyway it is too much under the influence of the Great Powers, and they only use it to serve their own ends.

Lecturer: First of all, I don't think you can, in fact, speak of the League like that. I mean to say that we cannot consider the League as something in Geneva and blame it for failing. The League is not something at Geneva. At Geneva is the Secretariat, also the general offices. But

these are merely the instruments of the League. Actually the League consists of the States which are members of it. The League does not initiate policy. States members are responsible for that. Britain, for instance, on the 11th of September, 1935, proposed sanctions to restrain the aggressor. If something is wrong or lacking in the League, I do not blame some arrangement in Geneva; I blame my own government for not doing its duty by the League. It is too simple just to unload one's chagrin on to a collective idea—the League. We must really come back to the responsibility of our own governments— that is, in States which are members. And we must remember also that the collective method, expressed in the League, is a new thing in practice. States have to discover by experimentation what are the real possibilities and also the limitations of the collective method. The Supreme Court in America was not accepted *at once* by all the states of the Union. By degrees all the states did accept it. However it took years. The whole question of the League and its acceptance and validity is still more complicated; the forces and dangers still more varied.

Student: What about the domination of the League by the Great Powers?

Lecturer: As for the statement that the League is too much under the influence of the Great Powers, there is some justification for that. But partly that fact belongs to the very nature of international affairs at the present time. For power is one of the most influential factors in these affairs. Did you notice that a number of the smaller States the democratic States of Europe, met the other day and that they were in favor of the continuance of sanctions against Italy although she had by that time conquered Ethiopia? But these States did not commit themselves to any proposal for action. Why? They agreed, inevitably, to wait to see what Britain and France would propose. The responsibility for policy, depending upon power in the background, is thus, in the nature of international affairs, still, in the hands, largely, of the

Powers. Personally I should like to see it otherwise. But these are the facts.

At the same time do not exaggerate this! The smaller States also can and do pull their weight in the League of Nations. I recall the special assembly meeting of March, 1933. It was called because China, using the procedure of the League, insisted—some of the Powers trying hard to dissuade her—that the Assembly of the League should meet in a special session, to deal with the question of Japan's invasion and conquest of Manchuria, and her obligations as a member of the League. When the President opened the proceedings and said "The Assembly now has the word"—there was a dramatic silence. Delegates and members of the public (I was present) waited for the representatives of the Powers to speak. They did not. It was the delegate of a small country, Switzerland, who got up, described and defended the principles of the League, and showed how Japan had transgressed these. Other small States followed—receiving ovations from the Assembly, including the press and the public. Japan was condemned on that occasion for her definite transgression. It was a moral judgment and a significant action. And it was the smaller countries which did it.

In grave matters involving power the lead depends upon the powerful countries, but a very great deal of the work of the League is beyond considerations of power.

The Problem of Neutrality

More often than any other subject, neutrality as the way to keep out of war came up for discussion. It was interesting to notice the extreme concern felt so generally by American students for the fate of Ethiopia, their eager discussions of what the League could do or was failing to do, and then to find their concern that America should keep out of war by means of a stronger neutrality policy if possible. The direct impact of these questions and issues are evidently doing much to promote international education to-day.

The attitude towards the neutrality policy of America is apt

to be rather simple. It is generally regarded as a quite straightforward and incontrovertible way whereby America can and will keep out of war. The following discussion, again, is representative of many I have had in the colleges.

Student: What is the reaction in Europe to American neutrality?

Lecturer: On the whole Europe is interested; especially Britain. Of course, Europeans have long been aware of the set of the American people against entanglement in war. In Britain too, people realize that there are various sections of this enormous country where popular opinion is not only against being drawn into war, but against all foreign entanglements.

Student: Well, aren't these entanglements and treaties likely to lead America into a war? "No entanglements" should be our policy now as it was long ago.

Lecturer: About "no entanglements" or isolation, I think it is an impossible policy in the world of 1936. America is *in* the world. Not only that, she is large, powerful, has great resources, has relationships with all countries in the world. These relationships are 'entanglements' if you like. The "no entanglements" policy was appropriate in the 18th Century, and part of the 19th, when even a New England farm was practically self-supporting. But America is to-day in a different world, an interdependent world.

Student: I hope America does not get mixed up with Europe anyway. This League of Nations doesn't work. It only makes the dangers of a general show-down all the greater.

Lecturer: It is true that Europe is in a dangerous state, and that the League of Nations does bring entanglements, linking countries up with each other in a very embarrassing way. But that's the way, it seems, in which an international order is to be worked out. You can't have law and order in the world imposed by some Great Power, or even by a group of powers. Such an order could not endure, because domination is intolerable to men and to nations. At the same time there are States and leaders to-day who think

that law and order and even peace in the world can be achieved by the exercise of overwhelming force. I warn you to examine that doctrine very carefully, especially if you have any faith in the value or rights of personality or of nations which are not powerful.

Student: America doesn't want to do that. She keeps out of these power groupings. What she wants is peace.

Lecturer: I agree. America wants peace. But she finds it necessary, in fact, to do some things collectively with others. She can't stay outside. Even the American Monroe Doctrine looks like growing into a collective arrangement of some kind involving perhaps agreements and even responsibilties towards each other among North and South American states. You must not think that neutrality policy is going to prevent America making collective arrangements, if she finds these necessary.

Student: I think American interests can best be served by keeping out of war, that is, by neutrality and avoidance of entanglements with other powers.

Lecturer: But it's not so simple as that. I have already said that America with her resources and her great interests is *in* the world. She can't withdraw from all her international arrangements, although she may seek to cut them down and relinquish certain interests in doing so. Take the American interest in the Open Door in China. John Hay, American Secretary of State, put forward that policy nearly forty years ago, at a time when China was in danger of being divided by the competing powers, as Africa had been divided in the 19th Century. The Open Door policy was agreed to. The powers have respected it. It is in their interest to do so. But this special point in American policy has been carried out in recent years by collective arrangements in the Pacific; that is, by the operation of the Four Power Pact, and the Nine Power Pact, which were made at the Washington Conference of 1922. There was no real menace to American interests or to American policy in the Pacific so long as these collective arrangements held. Japan of course was a party to them, as was Great Britain; and

others. Now these collective arrangements exist no more. They were broken and made inoperative by Japan's invasion of China. Because collective arrangements have been swept away, American interests in the Pacific are exposed to danger, and are even now suffering infringement. The Open Door is being closed. America's extensive trade in the Pacific is suffering.

Student: Well! It's better for America to give up some of her interests rather than go to war to protect them.

Lecturer: I agree with that too. I think it would be well if some other powerful countries would follow America's example in relinquishing certain big interests rather than go to war to protect them.

Student: And you think, therefore, that by neutrality America can keep out of war?

Lecturer: I cannot give a definite yes or no answer to that question. But I do think that neutrality policy can keep America out of war at least for a time, as it did in 1914-17. It keeps the country out of war, at the cost of certain sacrifices, which the neutral country will be called upon to make.

Student: What kind of sacrifices do you mean?

Lecturer: I mean that America, by her present neutrality policy, will in war-time see her trade greatly diminish, and that will affect definite sections of the population and eventually the whole population. Indeed the new American freedom of the seas will also work in this way to cut down American trade. For whereas, formerly, American freedom of the seas meant that America, being neutral, could carry on normal trade with all countries, because of her neutrality, the new declaration about freedom of the seas is that any American national carrying on trade with a belligerent country does so at his own risk. His government will not support him when he encounters difficulties; is stopped, for instance, by a warship. In addition to that curtailment upon trade, there would probably, under present neutrality policy, be a real

government control of financial arrangements with belligerent countries. You know how the loaning of money by American banks to France and Britain, during the Great War, led to the American Government's becoming more and more involved in that whole network. Under the popular neutrality policy both financial and trading relations would probably be drastically controlled and curtailed should war break out.

These sacrifices could and probably would be made. But there is always the danger that an occasion might arise demanding a sacrifice or an abnegation which America would feel to be too much. We must keep that in mind.

That did happen in the Great War.

That discussion gives a good idea of the scope and character of the treatment accorded to the subject in a number of colleges. Throughout my sojourn I have been impressed by the large number of informed and mature persons, especially professors and teachers, who, to my knowledge, regard neutrality policy as going only part of the way which, they believe, America, along with other normal civilized States must tread. Beyond neutrality, they believe, America must share in the efforts to achieve collective arrangements in the world as a real alternative to war.

The Issue To-Day

Nearly all the colleges I visited had some definite connection with organized religion, and religious exercises seemed to be a matter of course in them. Taking into consideration this widespread recognition of religion along with the prevailing interest in the avoidance of war and in the League of Nations, I feel that it may be appropriate to close this report, as I frequently closed a talk or a discussion in the field, by trying to show how religion, the League of Nations and the need of the world are linked together.

The issue to-day in the conduct of international developments is between Power Policy and Collective Policy. Power means that a State builds an extensive army, navy and air-force not primarily to launch war, but definitely to frighten other States from interfering with the Power Policy. Thus Japan, breaking collective ar-

rangements, by power invaded China, and founded her Empire in Asia. She imposes peace, and Chinese who may resist are treated as 'bandits.' Similarly Italy has founded her Empire in Africa. Both of them seek now to impose peace by power. There are those who think that peace in the world can be achieved by the same means, just as, in Fascist States it is imposed at home by the power of the absolute State. The incompetence of the power method lies in the fact that it is, as method, a transgression of the nature of man. The religious conception means that man, as man, has unique value, needs a life that is personal, and a society and a world embodying respect for, and coöperation with, other powers and other nations; that is, expressing democracy and internationalism.

The collective method which at present we see expressed and functioning in the League of Nations is in some ways a new thing. It is not new as idea but new as fact and as practice. It exists. Procedure, technique, forms have been devised through which it functions. And it works. From the viewpoint that is religious in a true and real way there can be no turning back. Modifications in the procedure and the forms will be made. The present crisis of the collective method means that. But the method stays, for it is part of the true growth and achievement of mankind, and, as such it makes demands upon personal and national character; demands, however, for more maturity, more ripeness, more personal power in contradistinction to mere material power.

The fact is not sufficiently known that the League of Nations has already behind it an enormous amount of invaluable international work which is definite service not only to humanity, but to the peaceful growth of the nations in their mutual relationships. Also the League has prevented wars. Consider Greece and Bulgaria between which in 1925 war was imminent and mobilization already launched; or the war danger of the autumn of 1934, between Hungary and Yugoslavia following the assassination of King Alexander. Those would have been wars between small States, but no one knows to what they might have led. Not enough attention is given to these facts, just because peace and a degree of calmness were achieved. For calm, although of the highest value for the true life and growth of nations, has little news value compared with a storm!

It is commonly proclaimed that the League of Nations has failed. Certainly the collective effort of States members of the League to stop Italy from completing her aggressive war upon Ethiopia failed. That has led to the present crisis in the League, the outcome of which is still unknown. But the League and with it the collective method is the concern to-day of millions who, before the present crisis, never gave it a thought. Ever since Italy invaded Ethiopia and the League made its efforts to stop that war waged by a power, the collective method of settling disputes between nations has been the central issue in the eyes of the world, even in States which do not belong to the League. It is not a dead issue, but entirely alive and quick. There is gain in the fact.

The world changes. This has been mentioned several times. One important development which is especially noticeable since the Great War is the emergence of a *world public opinion.* Accompanying this phenomenon is the manifest interest in national and especially international affairs. The populations are awake in a new way. Those who believe in the value and possibilities of man, and therefore in democracy, must welcome this fact. A strong influence towards this development was the Great War, and also the bitter disappointments of the peoples in the post-war period. After the war the prevailing attitude in the countries which had endured it was "never again." The conviction grew that collective arrangement,—nations standing together in this matter—was the way to realize the purpose of *Never again war.* Repeated failures on the part of governments and statesmen led the peoples to concern themselves more directly with the political and economic material of international affairs. The outstanding illustration of this was seen at the World Disarmament Conference, Geneva, on February 6, 1932. There the public opinion of the world (not governments, but the unofficial representatives of many nations,) organized, and conscious of its purpose and power throughout that day, and ably led, delivered to that world assembly of governments, the unmistakable message of the populations. In the words of the great journalist, the late William Martin, "We have often spoken of the public opinion of the world. To-day we have heard it, we have seen it." This world public opinion is both an organ and a result of international education. The habit of taking it into consideration has not yet established itself very widely. It is still one of the impon-

derables. But governments in democratic countries are definitely aware of its increasing power. Some leaders do not like it. Some governments have throttled it nationally. To my mind this world public opinion, even at its present stage, is one of the growing points of humanity, an expression of faith and purpose in human achievement for society and for the world.

Beyond question the ordinary man and woman to-day condemns and rejects war. (It must not be forgotten—in the stress of a rearming world—that practically all the governments have done the same!) For international war, as the nightmare alternative, makes the sky dark above them with menace of wholesale death. To-day war would mean "Der Totale Krieg," "The Totalitarian War." Such a war is a life and death struggle. Not merely hostilities between armies—the theater of operations extends to the entire territories of all the belligerents. The fight is waged against the souls as well as against the bodies of the whole population... propaganda playing as big a part as gas. War is the consummation of all national endeavor and absorbs all the material resources and all the physical and mental resources of a people.

This grisly fact is known to the people of Europe, indeed, in some measure to all peoples. Realizing the imminence of this terror, and still taking seriously the solemn renunciations of war uttered by their governments, the populations to-day are definitely for the collective method as the alternative to war.

The development of the collective system internationally is to-day as urgent and necessary as was the development of law and order centuries ago within our various countries. Go back a thousand years in England and you find that there was no united nation; that different leaders and areas were at war with each other. There was then no Law of the Realm, no respect for law. In these circumstances the life of man was "violent, meagre, brutish and short." By degrees law and respect for law were established throughout the whole land. Life ceased to be brutish and short. The nation became a society. Fuller life became possible and civilization grew. This collective development must happen in the world in this generation! Young people, both men and women, to-day, in every country, feel that the present renewal of international anarchy, the menace of war, confronts them with the grim

prospect of a life "violent, meagre, brutish and short." Many of them therefore favor the growth of law and respect for law, including respect for other peoples and nations, which is part of the collective system. This is the alternative to war. In economic and cultural ways the interdependence of the nations is already a fact. Attitudes, policies and institutions, appropriate to this interdependent world, are now called for. The collective system is surely the method and the framework of this necessary development.

The Religious War

The democratic society, and the democratic international world depend basically upon one's conception of the nature of man, and of society. Just as in the case of Power Policy so with Collective Policy, those who stand for the one or the other thereby express their faith or lack of faith. There are those in the world to-day who stand for the absolute state, for compelled unity, for power policy, because they believe *that the powerful must and will* dominate and lead the rest, whether it be persons or nations. Their conception of man and of society is shown in their policy. There are others in the world to-day who believe that power policy and domination belong to a past era, that in reality it transgresses the nature of man; believe that the individual has unique value, and that society and the state, in short collective action, are there in order to make individual life, as well as the scope and opportunity of nations, fuller and finer; and that an internationally organized world is the outcome of this faith.

There is definite conflict in the world to-day between these two attitudes, between these two faiths. It is the religious war of to-day, between two faiths, two opposing conceptions of man and his life, of society, of the world. Those who can survey the historic growth of civilization, towards justice and democracy, and especially those who have any understanding, any confidence in the Christian way, cannot fail to see on which side, in this kind of religious war, they must stand! Donald Grant.

New York City
May, 1936.

Lib 5-3400

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

CORPORATION ASSOCIATES • 2 WEST 45TH STREET, NEW YORK 19, N. Y.

November 7, 1952

Mr. Ed Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed,

In line with a suggestion from the Trustees, the Institute is planning this year to ask certain Board members to sponsor appeals for grants to foundations. It will be more effective than the routine presentation by Institute officers or the full Board if a few trustees present a request in which they have an evident special interest.

Besides seeking funds for the Institute as a whole, we are going to make an effort this year to appeal to various nationality interests. First on the list is Germany, since the U.S. government program for this country has been sharply cut. We hope to compensate by increasing the number of private exchange students, and are preparing a request for a total sum of $45,000 to underwrite a broad German Exchange Program. This will go to several foundations and individuals especially interested in Germany, and will ask partial support from each. We hope to submit it, next week if possible, to the Wyomissing and Janssen Foundations of Pennsylvania.

Would you be willing to sponsor such an appeal for German exchange activities? We hope to make it a joint presentation from you, George Shuster, Steve Duggan, Milton Eisenhower and me. Perhaps your secretary could drop us a postcard or telephone this office, to say whether or not you would be willing to have us use your name in this way.

We would appreciate it, too, if you have any suggestions as to foundations, individuals, or corporations that might be susceptible to an appeal for Germany.

Best regards,

Sincerely,

Kenneth Holland
President

Yes - called him 11/11 EM.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

Important

Dear Trustee:

As you know, House Resolution 561 of the 82nd Congress, second session, authorized and directed the Select Committee created by the resolution, known as the Cox Committee, "to conduct a full and complete investigation and study of educational and philanthropic foundations and other comparable organizations which are exempt from Federal income taxation to determine which such foundations and organizations are using their resources for purposes other than the purposes for which they were established, and especially to determine which such foundations and organizations are using their resources for un-American and subversive activities or for purposes not in the interest or tradition of the United States," and to report the results of its investigation and study by January 1, 1953, together with such recommendations as are, by the Committee, deemed advisable. The resolution invested the Committee with the power to compel the attendance of witnesses and the production of records by subpoena.

On October 17 we received from the Committee a lengthy questionnaire which contains, among other, the following question:

A-10 Is any of your trustees, members of your board of directors, members of your governing body, or executive officers also a trustee, director, or officer of any other tax-exempt organization; of any corporation or other business organization related directly or indirectly to your organization? If so, explain in detail.

rec'd 10/24/52

We are requested to return the answers to the Committee by October 27. I will, therefore, appreciate very much your returning, by the next mail if at all possible, three copies of the attached form with relevant answers to the above question.

We understand that this form has been sent to all tax-exempt organizations. The officers and staff of the Institute are busily engaged in answering as fully as possible the questionnaire. I am sorry that we must ask you for this information on such short notice.

Sincerely yours,

Donald J. Shank
Secretary

TENTATIVE DRAFT

MEMORANDUM # 1 September 20, 1951

TO: Chester C. Davis, Ford Foundation

FROM: Kenneth Holland, IIE, and William C. Johnstone, Department of State

SUBJECT: Criteria and Suggested Priorities for International Exchange of Persons Projects to be Supported by the Ford Foundation

This memorandum outlines the proposed criteria to be used in the evaluation and review of projects in the field of international educational exchange for the Ford Foundation, as jointly recommended by the Institute of International Education and the Department of State to the Ford Foundation.

1. Criteria

In the evaluation and review of projects it is helpful to have clearly in mind certain fundamental criteria which should be met by projects recommended to the Foundation for support. In the evaluation of projects received for review by the Institute from the Ford Foundation, and in designing projects to be submitted to the Foundation by the Institute or the Department of State, these qualifications should be considered of prime importance:

A. The project should be clearly related to the concrete promotion of better international understanding and efforts toward the promotion of world peace.

B. The project should be of a nature to influence a larger number than the participants alone -- through publicity, publications, radio; as a demonstration project: or through contributing knowledge or skills which will benefit others.

C. The project should deal with areas of the world in a critical position in international affairs, or with areas of greatest need.

D. The project should show evidence of sound planning in terms of leadership, administration, selection of participants, orientation, programming, evaluation.

E. The project should be financially sound, with a detailed budget presented with the initial proposal.

F. The project should be designed to meet a real need, being carefully planned to initiate new programs, or extend existing programs without overlapping or duplication.

G. The project must be acceptable to the country or countries involved.

H. The project should prepare the participants to make some contribution to the needs of the country to which they return.

EXECUTIVE COMMITTEE MEETING
of the BOARD OF TRUSTEES of the
INSTITUTE OF INTERNATIONAL EDUCATION
to be held at 1 East 67th Street, N.Y.C.
Friday, September 26, 1952, 12:30 P. M.

A G E N D A

1. Report of the Nominating Committee on the National Selection Committee — Ordway Tead

2. Financial Matters

   Administrative Budget, 1952-53 — John D. Wilson

   Check signing authority for Controller — John D. Wilson

   Establishment of a Financial Development Committee — Donald J. Shank

3. Congressional Investigation of Foundations — Kenneth Holland

4. Policy Statement on political activities of IIE officers and directors — Donald J. Shank

5. Review of Projects for the Ford Foundation — Donald J. Shank, Vandi V. Haygood

   1. Fulbright Supplementary Young Leaders Program, 1953-54
   2. Advisory Committee on International Cultural & Artistic Exchange
   3. Japanese-American Legal Reform Research
   4. Central Index of Educational Exchangees
   5. Special Fellowship Fund for India and Pakistan

9-16-52

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee herewith submits its recommendations for membership on the National Selection Committee and the Special Juries-1953-54 Fulbright Competitions:

Signers: Sarah G. Blanding
Leland Rex Robinson
Ordway Tead, Chairman

National Selection Committee

Dr. J. Hillis Miller, President, University of Florida
CHAIRMAN, Executive Committee

United Kingdom - Chairman - Dr. Gordon K. Chalmers, President
Kenyon College

Mr. Elliott Bell, Publisher, Business Week Magazine
*Professor Mildred Campbell, Department of History, Vassar College
*Dr. Crane Brinton, Professor of History, Harvard University
Dr. Horace Gray, Department of Economics, University of Illinois
Dr. W. Albert Noyes, Head, Department of Chemistry, Rochester University
Mr. John Oakes, The New York Times

France - Chairman - Dr. James Mathias, Associate Director
John Simon Guggenheim Memorial Foundation

Mlle. Germaine Bree, French Department, Bryn Mawr College
M. Pierre Bedard, Director, The French Institute
*Professor Charles Silin, Tulane University
*Professor Henry Ehrmann, Professor of Political Science, Colorado U.
*Father Eugene K. Culhane, Dean, College of Arts and Sciences
Fordham University (also Fulbright Program Adviser)

Western Europe (Austria, Belgium, Denmark, Germany, Greece, Italy, Norway, Netherlands)

Chairman - Professor John Henry Mueller, Indiana University

Dr. Harold Ingholt, Department of Classics, Yale University
*Dean Robert B. Stewart, Fletcher School of Law and Diplomacy
(also Fulbright Program Adviser)
Dr. Robert Weaver, Exec. Secty., John Hay Whitney Foundation
*Professor A. T. MacAllister, Department of Romance Languages,
Princeton University
*Professor Ernst Feise, Chairman, Department of German
Johns Hopkins University
*Dr. Karl Bigelow, Teachers College, Columbia University

Australia, New Zealand, Middle East & Asia -

Chairman - Mr. Stephen H. Stackpole, Assoc. Dir. British Dominions and Colonies Fund, Carnegie Corporation

Dr. John Gange, Director, Woodrow Wilson School of Foreign Affairs University of Virginia
*Professor Lewis Thomas, Professor of Turkish and Middle Eastern Studies, Princeton University
*Mr. Chadbourne Gilpatric, Humanities Division, Rockefeller Foundation
Mr. Phillips Talbot, Institute of Current World Affairs
*Professor Edwin O. Reischauer, Harvard University (specialist for Japan)
Professor W. Norman Brown, University of Pennsylvania
*Professor Cyrus H. Gordon, Professor of Assyriology and Egyptology Dropsie College

Alternates

for Professor Ehrmann (France)
*Dr. Carl Viggiani, French Dept., Columbia University (1950-51 Fulbright Grantee)

for Professor Noyes (U.K.)
*Dr. Paul M. Gross, Dean of Graduate School of Arts and Sciences, Duke U.
*Dean Stanton Crawford, Undergraduate Division, University of Pittsburgh

for Professor MacAllister (Western Europe)
*Dr. Salvator Castiglione, Foreign Language Institute, Georgetown U.

for Professor Feise (Western Europe)
*Professor Gunther Keil, German Department, Hunter College

for Professor Lewis Thomas (Australia, etc.)
*Professor T. Cuyler Young, Dept. of Oriental Languages, Princeton U.

* New members - did not serve on 1952-53 N.S.C.

Special Juries

Art - Chairman - James Thrall Soby, Magazine of Art

Alfred Barr, Director of Collections, Museum of Modern Art
Pietro Belluschi, Dean, School of Architecture and Planning Massachusetts Institute of Technology
Philip Goodwin, 36 East 57th Street, NYC
Bartlett H. Hayes, Jr., Director, Addison Gallery of American Art Phillipps Academy
Milton Hebald, Brooklyn Museum School of Art
Edgar Kaufmann, Jr., Director of Good Design, Museum of Modern Art
Morris Ketchum, Ketchum, Gina, and Sharp
Stewart Klonis, Director, Art Students League
Peppino Mangravite, School of Painting and Sculpture, Columbia U.
George Nelson, 20 West 55th Street, NYC
Mrs. Ruth Reeves, Cooper Union

Music - Chairman - Mack Harrell, Julliard School of Music

Robert Bloom, R.F.D. #1, Northport, Long Island
Mr. Coenraad V. Bos, Hotel Wellington, NYC
Chalmers Clifton, 25 East 83rd St. NYC
Richard Donovan, School of Music, Yale University
Mrs. Cecile Staub Genhart, Eastman School of Music, Rochester U.
Dr. Erich Hertzmann, Department of Music, Columbia University
Edwin Hughes, 338 West 89th St. NYC
Erich Itor Kahn, 30 East 92nd St. NYC
*Wilfrid Pelletier, 1425 Broadway
Dr. Karol Rathaus, Department of Music, Queens College
Dr. Gustave Reese, Director of Publications, Carl Fischer Music Publishing, Inc.
Mr. Roman Totenberg, The Mannes Music School
Edgar Varese, 188 Sullivan St. NYC

Drama - Chairman - Sanford Meisner, Head, Acting Department Neighborhood Playhouse, NYC

Miss Rosamond Gilder, American National Theatre and Academy
Wilson Lehr, c/o National Broadcasting Company
Miss Margaret Webster, Theatre Guild, Inc.

Social Work - Chairman - Mrs. Betty Anderson, Director of Admissions The New York School of Social Work

Miss Cora Kasius, Editor, Journal of Social Casework
Miss Ann Elizabeth Neely, Assistant Director, American Association of Schools of Social Work
Miss Theodate Soule, Director of Social Service, New York Hospital

Workers and Adult Education - Chairman - Miss Eleanor G. Coit, Director American Labor Education Service

*Mr. John Connors, Director, Workers Education Bureau, A.F. of L.
Lawrence Rogin, Educational Director, Textile Workers Union of America
Miss Bessie D. Sharp, Acting Executive Director N.Y. Adult Education Council
Mark Starr, Educational Director, International Ladies' Garment Workers Union

*Persons who did not serve on the 1952-53 panels

9-16-52

SCHEDULE I

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates for July 1, 1952 - June 30, 1953

SUMMARY

	1951-1952	1952-1953 (Budget)	SCHEDULE REFERENCE
INCOME			
Administrative Funds			
General Fund	$284,925	$250,000	II
Special Funds			
Contracts - U. S. Government	486,658	493,297	IIA
Ford Foundation (Sp. Adm.)	333,000	410,000	IIA
Special Projects	46,564	80,959	IIA
Miscellaneous	10,073	8,000	IIA
Total Special Funds	886,295	992,256	
Grand Total Administrative Funds	1,171,220	1,242,256	
Building Fund	181,958	---	
Grand Total Income	$1,353,178	$1,242,256	
EXPENSES AND DISBURSEMENTS			
Administrative Expenses	1,174,725	1,188,830	III IIIA IIIA-1
Disbursements on account of Real Property 1 East 67th Street, N.Y.C.			
Capital Disbursements	184,633	53,426	IIIB
Extraordinary Expense	28,695	---	
Total Disbursements and Expenses on account of real property 1 East 67th Street	213,328	53,426	
Grand Total Expenses and Disbursements	$1,394,514	$1,242,256	
SURPLUS (+) OR DEFICIT (-)			
Administrative	-3,505	+53,426	
Real Property 1 East 67th Street	-31,370	-53,426	
Balance	$-34,875	-0-	

SCHEDULE II

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates: Administration July 1, 1952--June 30, 1953

Detail of General Fund Income by Source

Source of Funds	Estimated Amount	Total
A. Foundations:		
Carnegie Corporation.....	$150,000	
Commonwealth Fund.....	20,000	
Doris Duke Foundation.....	10,000	
Grant Foundation.....	5,000	
Dodge Foundation.....	1,000	
Wyomissing Foundation.....	3,000	
Warburg Foundation.....	1,000	
Other Foundations.....	15,000	
TOTAL		$ 205,000
B. Corporations		8,000
C. Universities and Colleges		20,000
D. Individuals		5,000
E. Income from Investments		12,000
TOTAL General Fund		$ 250,000

SCHEDULE IIA

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates: Administration July 1, 1952--June 30, 1953

Detail of Special Funds Income by Source

Source of Funds	Estimated Amount	Total
A. Contracts, U. S. Government:		
1. Placement fees, U. S. Department of State (contract pending):		
a. Finland.....	$ 3,000	
b. Iran.....	1,400	
c. Smith-Mundt program for Europe, Asia, Africa, and Latin-America.....	47,400	
d. IIE-Fulbright Travel Grant program.....	14,000	
e. Fulbright Travel Grant program, Verification.....	14,440	
f. Austria and Germany.....	15,600	
g. Austria, Verifications.....	760	
h. Japan.....	8,000	
i. India Wheat Bill.....	4,300	
2. Placement fees, U. S. Department of Army (contract pending), Ryukyus.....	10,000	
3. Mutual Security Agency (contract pending).....	19,450	
4. Orientation, U. S. Department of State (contracts SCC 21348, 14849, and 14894).....	7,850	
5. Orientation, U. S. Department of Army (contract S-173).....	.457	
6. Student Supervision, all current programs, U. S. Department of State.....	211,600	
7. Student Supervision, Ryukyuan program, U. S. Department of Army (current program).....	9,980	
8. U. S. Student program, Fulbright (contract pending).....	110,200	

SCHEDULE IIA

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates: Administration July 1, 1952--June 30, 1953

Detail of Special Funds Income by Source

Source of Funds	Estimated Amount	Total
A. Contracts, U. S. Government (con.):		
9. Army Teachers, Japan (contract DA-148).....	$ 6,300	
10. Army Leaders (contract DA-469).....	1,535	
11. Mutual Security Agency (contract 57-34-101).....	1,400	
12. Technical Cooperation Administration (Nashville School).....	1,500	
13. Mutual Security Agency, Formosan Engineers (contract pending)...	4,125	
TOTAL Contracts, U. S. Government		$ 493,297
B. Ford Foundation (Special Admin.).		410,000
C. Special Projects:		
1. Good Samaritan Grant.....	3,000	
2. Africa program:		
a. Ford Foundation.....	5,000	
b. Carnegie Corporation.....	7,842	
c. Phelps-Stokes Grant.....	327	
3. UNESCO:		
a. Placement fees (contract pending).....	2,000	
b. Student Supervision fees (current contract).....	5,100	
c. Technical Assistance program.....	6,000	
4. Ford Foundation, Student Leader program, 1952-53.....	6,700	

SCHEDULE IIA

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates: Administration July 1, 1952--June 30, 1953

Detail of Special Funds Income by Source

Source of Funds	Estimated Amount	Total
C. Special Projects (con.):		
5. Ford Foundation, Yugoslav program.....	$ 6,000	
6. Ford Foundation, Indian Agricultural Leaders Program.....	7,300	
7. Turkish Sugar Refineries.....	90	
8. IRSIA.....	500	
9. Atlantique.....	800	
10. Lecturers and Debaters.....	500	
11. Individual Private Exchanges.....	2,500	
12. Steuben Glass.....	400	
13. British Summer Schools.....	2,800	
14. Ford Foundation, Supervisory fees.	10,000	
15. Ford Foundation, Student Leader program, 1953-54.....	9,400	
16. Ford Foundation, Indonesian English Teaching.....	4,500	
17. Medical Library Association.....	200	
TOTAL Special Projects		$ 80,959
D. Miscellaneous		
1. Publications Sales:		
a. News Bulletin.....	2,500	
b. Meet the U. S. A.	1,500	
2. Processing fees Insurance.....	4,000	
TOTAL Miscellaneous		8,000
TOTAL Special Funds		992,256
GRAND TOTAL Estimated Income		$1,242,256

SCHEDULE III

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates: Administration July 1, 1952 - June 30, 1953

Summary of Administrative Expenses by Object of Expenditure

OBJECTS OF EXPENDITURE	1951-1952	1952-1953 (Budget)
Salaries (Regular Positions)	$825,774	$845,910
Reserve for Terminal Leave	----	11,000
Annuities, Soc. Sec., Ins.	21,191	22,415
Daily Employed Personnel	5,733	8,220
Professional Services	3,995	9,000
Total Personnel Services	856,693	896,545
Travel	47,928	61,825
Entertainment	9,034	15,360
Other Objects of Expenditure		
Printing and duplicating	44,771	46,000
Space and utilities	78,954	50,080
Stationery and supplies	20,833	18,000
Furniture, fixtures and equipment	36,575	19,570
Insurance (non-building)	618	1,000
Postage	18,301	20,000
Telephone, telegraph and cables	30,203	30,000
Books and magazines	1,696	1,500
Memberships and contributions	2,201	2,000
Total Other Objects	234,152	188,150
Miscellaneous Office Expense	26,918	---
Miscellaneous (unallocated reserve)	---	26,950
GRAND TOTAL	$1,174,725	$1,188,830

INSTITUTE OF IN

BUDGET ESTIMATES: ADMINISTR

ESTIMATED ADMINISTRATIVE REQUIREMENTS OF O

OBJECTS OF EXPENDITURE	NEW YORK					
	Executive Offices	Personnel Office	Project Review	Dev. and Info.	Foreign Student Dept.	U. S. Student Dept.
No. of Regular Positions	10	3	3	30	125	34
No.of Man Yrs.(Reg.Pos.)	10	3	3	21.6	90.9	18.4
Salaries (Reg. Pos.)	$77,270	$10,560	$11,270	$71,410	$275,930	$61,330
Res.for Terminal Leave	a/	a/	a/	a/	a/	a/
Annuities,Soc.S. & Ins.	3,515	145	445	1,615	6,820	1,815
Daily Employed Personnel	200	50	---	275	2,000	---
Professional Services	---	---	1,200	3,800	---	1,000
Total Pers. Services	80,985	10,755	12,915	77,100	284,750	64,145
Travel	6,100	---	400	900	8,100	8,175
Entertainment	2,400	---	200	500	1,000	460
Other Objects	4,495	1,345	1,345	40,805	46,845	14,620
Miscellaneous c/						
GRAND TOTAL	$ 93,980	$ 12,100	$ 14,860	$119,305	$340,695	$87,400

a/ Not distributed

b/ Includes undistributed amounts of $2,000 for membership and contributions

c/ Unallocated reserve

SCHEDULE IIIA

F INTERNATIONAL EDUCATION
ISTRATION JULY 1, 1952 - JUNE 30, 1953
OF ORGANIZATION UNITS BY OBJECTS OF EXPENDITURE

	OFFICE					Office of Research	Field Offices	Grand Total
S. dent pt.	Special Programs Dept.	Con-troller's Dept.	Field Office Control	Total				
4	28	50	2	285		4	31	320
3.4	17.9	43.9	1.8	210.5		4	28.6	243.1
,330	$66,130	$127,080	$8,570	$709,550		$22,900	$113,460	$845,910
a/	a/	a/	a/	9,520		180	1,300	11,000
,815	1,450	3,140	395	19,340		240	2,835	22,415
---	600	1,775	70	4,970		500	2,750	8,220
,000	---	3,000	---	9,000		---	---	9,000
,145	68,180	134,995	9,035	752,380		23,820	120,345	896,545
,175	14,300	100	2,500	40,575		3,000	18,250	61,825
460	500	100	100	5,260		200	9,900	15,360
,620	8,045	28,330	810	b/149,640		2,160	36,350	188,150
				15,850			11,100	26,950
400	$ 91,025	$ 163,525	$ 12,445	$ 963,705		$ 29,180	$ 195.945	$ 1,188,830

ions and $1,000 for insurance (non-building)

SCHEDULE IIIA-1

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates for July 1, 1952 - June 30, 1953

Detail of Estimated Expenses for Operating and Maintaining Building a/
(1 East 67th Street, N. Y. C.)

ITEM	AMOUNT	TOTAL
Normal Maintenance		
Superintendent	$3,920 b/	
Cleaning	8,200	
Trash Disposal	400	
Supplies	1,000	
Patrol Service	360	$13,880
Utilities		
Heat	4,500	
Electricity	3,500	8,000
Elevator Service		600
Insurance		2,500
Repairs		
Painting Stairwells	1,500	
Heating Facilities	1,000	
Other	1,500	4,000
Grand Total		$28,980 c/

a/ Does not include depreciation of building.

b/ Includes Social Security payments.

c/ Does not include $4,500 for rental of additional space.

SCHEDULE IIIB

INSTITUTE OF INTERNATIONAL EDUCATION

Budget Estimates for July 1, 1952 -- June 30, 1953

Capital Disbursements

	1951-1952	1952-1953 (Budget)
Payments on Real Property (1 East 67th Street, N. Y. C.)		
1. Down Payment	$ 75,000	
2. Payments on Mortgage	25,000	$ 50,000
Total Payments	100,000	50,000
Capital Disbursements for 1 East 67th St.		
1. Legal and Other Fees	4,990	---
2. Capital Improvements		
a. General Construction	35,419	---
b. Painting	4,020	---
c. Electrical Fixtures	7,971	1,426
d. Elevators	11,830	---
e. Architect	4,925	---
f. Air Conditioning (Switchboard room)	1,250	---
g. Refinishing floors	505	---
h. Partitions	4,749	---
i. Accoustical work	2,883	---
j. Plaster and tile	1,190	---
k. Plumbing	168	---
l. New front door	---	2,000
Total Improvements	74,911	3,426
3. Taxes (prior to occupancy)	4,732	---
Grand Total	$184,633	$53,426

Mr. Daniels F. Thirlwall was appointed Controller of the Institute effective August 4, 1952. It is therefore desirable to appoint Mr. Thirlwall as Assistant Treasurer of the Corporation to enable him to sign checks as an officer of the Corporation. Mr. Benjamin Eckhaus who was acting Controller since the resignation of J. Charles Haidinger until Mr. Thirlwall's appointment will, therefore, no longer be required to sign checks.

RESOLVED, that the Guaranty Trust Company is hereby authorized to accept the name of Mr. Daniels F. Thirlwall, Controller, as an authorized signer jointly with an officer of the Institute on all accounts maintained by it, and that the name of Mr. Benjamin Eckhaus be removed from their records.

September 16, 1952

September 16, 1952

To: The Executive Committee, The Board of Trustees

From: Kenneth Holland

Subject: Formation of a Financial Development Committee of the Board

At several recent meetings of the Board of Trustees there has been discussion of the need of long-range planning for the Institute's financial security. At the present time the operating budget of the Institute, which totals more than one million dollars, is raised in the course of the year for which the funds are needed. This limits definitely the sound long-range planning of programs. It is, of course, clear that the Government contracts, which are subject to annual appropriations, must vary from year to year, but the private support of the Institute should be stabilized, if possible.

The private funds of the Institute now budgeted for the fiscal year 1952-53 total approximately $660,000 in the following categories:

Ford Foundation	$410,000
Carnegie Corporation	150,000
Other Foundations	55,000
Corporations	8,000
Universities	20,000
Individuals	5,000
Income from Investments	12,000
	$660,000

The officers and directors of the Institute feel that the continuing guidance and assistance of a Financial Development Committee of the Board of Trustees is necessary to assure a stable financial basif for the Institute. There are many points at which the advice of and action by trustees in approaches to foundations, corporations, colleges and individuals can be helpful.

It is recommended: That a Financial Development Committee of the Board of Trustees be appointed by the Chairman, with a membership not to exceed seven trustees, to meet peridoically for consultation with members of the staff on the financial basis of the Institute. It is proposed that the first meeting of the committee be held on or about October 15, 1952, to review the five-year survey of the Institute's relations with foundations and to consider future action.

Possible members of the committee include: Frank Altschul, Dudley Bonsal, Lindsay Bradford, Stephen Duggan, Mrs. Samuel A. Lewisohn, Arthur A. Houghton, Mrs. Maurice T. Moore, Dorsey Richardson, George Shuster, Eustace Seligman, Juan Trippe.

August 22, 1952

TO: EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

FROM: KENNETH HOLLAND

We recently had an inquiry from staff members regarding their participation in political activities. The Institute has not had any general policy statement regarding such activities, but the matter was referred to our Policy Planning Committee at its meeting on August 14. The members who were present agreed that it was desirable that such a statement should be prepared for the guidance of officers and directors. Based on this discussion, the following statement was prepared after consultation with the Chairman of our Board of Trustees and the Vice-President of the Rockefeller Foundation. It was distributed to all the officers and directors of the Institute:

"The Institute of International Education, because of its tax exemption, its wide constituency and its contractual relations with the government, may be considered a quasi-public organization. As such, the Institute must maintain a non-partisan position in political matters.

The Institute recognizes that its employees as individual citizens should exercise their political duties and express their legitimate convictions. However, the political activities of the officers and directors cannot easily be disassociated from the organization. For this reason, employees should refrain from political activities that might involve the name of the Institute. This means, among other things, that no officer or director of the Institute should accept an official position in a political organization or campaign, except those of direct concern to the community in which he lives.

Where questions of interpretation of this memorandum may arise, members of the staff are urged to consult with the officers of the Institute."

September 9, 1952

TO: THE FORD FOUNDATION

FROM: THE INSTITUTE OF INTERNATIONAL EDUCATION

PROPOSAL TO CONTINUE THE FULBRIGHT SUPPLEMENTARY PROJECT TO BRING YOUNG LEADERS FROM THE MIDDLE EAST AND SOUTHEAST ASIA TO THE UNITED STATES

PROPOSAL

As a result of plans developed jointly with the State Department, the Institute proposes to the Foundation that the Fulbright Supplementary Project for bringing young leaders from certain Middle Eastern and Southeast Asia Countries to the United States be continued a second year. On the basis of awards made this first year, the project already gives promise of proving of considerable value. If it is to be improved - both in selection procedures and in the placement of those awarded grants - it will be necessary to receive authorization from the Foundation by October at the latest. This will enable the Institute to issue timely and adequate instructions to selection committees in the various countries; thereby avoiding problems that arose this past year as a result of the late date at which the program was started.

DESCRIPTION OF PROJECT

The joint State Department - IIE recommendation is that sixty-four grants be provided in some six countries. The total cost would be approximately $276,000, of which the Ford Foundation would provide $200,000. The remaining $76,000, representing cost of travel, would be borne by the U.S. Government under the Fulbright Act. Of the $200,000, approximately $181,000 would be devoted to awards covering orientation, maintenance, tuition, books and incidentals. The remaining $19,000 would cover cost of administration. The $200,000 sum being requested for a continuation of the project compares with an award of $210,000 for 70 grants in the project now being administered. (Sixty-seven grants have actually been made under the present project).

A. DISTRIBUTION OF GRANTS BETWEEN COUNTRIES

The proposed distribution of grants between countries is set forth in the following table. For purposes of comparison, grants made under the project this year are also shown. Similarly, the State Department programs for the current year and for 1953-54 are presented in adjacent columns.

	Young Leaders Project		State Department Program	
	Proposed 1953-1954	Actual 1952-53	Proposed 1953-1954	Actual 1952-53
Burma	3	0	6	10
India	22	24	18	30
Pakistan	22	13	13	14
Iran	0	5	5	15
Iraq	5	3	4	6
Egypt	4	5	13	15
Turkey	0	8	9	10
Greece	8	9	10	12
Total	64	67	78	112

As is apparent, the State Department program throughout this area will be curtailed next year. This is due to a reduction in dollar funds, although it should be added that the Department hopes later to obtain additional funds for its Indian program from proceeds available from the U.S. wheat loan to that country. In view of the reduction in its own awards, the Department again lays stress on the fact that without the Young Leaders Project, the Fulbright program for incoming students to the U.S. will fall far short of accomplishment, thereby producing a serious imbalance between the flow of U.S. Fulbright grantees abroad and those coming into this country under the program.

A word needs to be said about differences in the number of grants proposed under the Young Leaders Project for 1953-54, as compared with the current year.

1. Burma - no awards were made in Burma this year because other programs provided sufficient opportunities. However, in 1953-54 there is need for at least three awards under the Young Leaders Project.

2. India - The number of awards for India has been reduced slightly because of possible funds forthcoming from the Wheat Loan, as well as a sizeable training program project by TCA. Mr. Ensminger has advised the Institute, however, that as many as thirty grants could be profitably utilized in India.
(Copy of the Ensminger letter is attached.)

3. Pakistan - Grants have been increased relative to other countries - due to pressing needs and smaller programs of TCA and the State Department.

4. Egypt, Iraq and Greece - Grants in these countries are being held to about the same number as at present. Only three of five awards offered to Iraq were filled this year. However, it is believed that improvement in selection procedures will merit the offering of five awards again next year.

5. Turkey and Iran - No awards for Turkey and Iran are contemplated under this project, inasmuch as the Fulbright program in both countries will be dormant. Local currencies under the Fulbright act are exhausted in Iran, and stand close to exhaustion in Turkey. The Institute has sought the advice of Mr. Moyer as to the advisability of establishing a separate project for these and other Middle Eastern countries that lie outside the Fulbright program.

B. FIELDS TO BE STRESSED UNDER THE PROJECT

In broad terms the objective of the Young Leaders Project remains unchanged: to bring to the U.S. for advanced education, young leaders or potential leaders who can contribute to the economic and social development, and to the moulding of opinions

and attitudes, in their respective countries. The fields encompassed by this objective are numberous, and in some countries programs of TCA and the United Nations contribute in part to realization of the objective. Selection committees in the various countries are cognizant of these alternative programs. It is therefore proposed to leave to the selection committees, within limits set by general instructions to them, the determination of the precise fields which the Young Leader program can best assist in the next year. The selection committees, will of course be guided not only by the needs of the country, but by the qualifications of the individual candidates and by opportunities open to each candidate to contribute to his country's development.

Some changes in the emphasis of the program from the current year are expected. In India and Pakistan, for example, Mr. Ensminger has pointed to the development of TCA training programs for technical leadership, and has recommended that the Young Leader Program be directed more toward such fields as education, public administration, home economics, and the social sciences (particularly sociology, economics, psychology, political science, anthropology and research methodology). Likewise, a conference with Mr. Moyer has suggested the need for a similar emphasis on training of leadership in the social sciences, public administration, and education in the Middle East. For example, young economists, statisticians, sociologists and anthropologists are urgently needed to develop research for guiding economic and social change now unfolding throughout that area. The foregoing recommendations will be conveyed to Selection Committees.

C. RELATIONS WITH SELECTION COMMITTEES

The Institute believes candidates for the Young Leaders project should continue to be selected through the bi-national selection committees for study and training in the United States. Advice from Mr. Ensminger has been sought on this point, and he has concurred in our judgment.

The various selection committees will be given specific instructions regarding the project. Moreover, in India, the Institute is proposing that Mr. Douglas Ensminger be made a member of the selection committee so as to afford a better coordination between this project, other Ford Foundation projects and the programs of other agencies.

Instructions to committees will be presented both in writing and through a personal visit this fall by either an officer or director of the Institute. Committees will be instructed as to the objectives of the project, individual characteristics sought in the candidates, committee responsibilities concerning the fields to be stressed, and the necessity for assurance that the candidates will return to positions in their home countries where their American experience can be put to good use.

D. COORDINATION WITH CONFERENCE BOARD PROJECT CONCERNING PROFESSORS AND RESEARCHERS

A number of candidates for young leader awards are professors and teachers coming to the U.S. for pre-doctoral training and study in the U.S. The Institute will examine these candidates closely, and refer to the Conference Board any who might benefit more by a fellowship involving advanced research along lines arranged for by the Conference Board. Likewise, it will be suggested to the Conference Board that it refer to the Institute any candidates who more appropriately fall under the Young Leader project than under the Professor and Research Project administered by the Conference Board.

BUDGET FOR YOUNG LEADER PROJECT

1.	Maintenance, Tuition, Orientation, domestic travel, incidentals, for 64 grantees	$179,200
2.	Overseas Travel, to and from U.S. (provided by U.S. Government under the Fulbright Act.)	76,800
3.	Administration expenses (of which $3000 if for Travel to visit selection committees.)	19,250
	Total:	$275,250
	To be provided by Ford Foundation	$200,000

The figure of $179,200 for maintenance, tuition, orientation, domestic travel and incidentals is based on an average award of $2800. This represents the maximum costs to be expected. In the course of placing the candidates in appropriate universities, the Institute will seek and receive in some instances supplementary fellowship aid. Moreover, certain candidates will be placed in schools where living expenses are lower than in the urban centers. It is anticipated that savings realized in these ways will be applied either to special field trips to supplement the academic work of the grantee, or to an extension of the awards of certain selected candidates who will require an additional three to six months of study for degree purposes.

THE FORD FOUNDATION
HOTEL AMBASSADOR
NEW DELHI 3, INDIA

August 16, 1952

Douglas Ensminger
Representative for India

Mr. Kenneth Holland, President
Institute of International Education
1 East 67th Street
New York 21, New York

Dear Ken:

I'm glad to have your letter of August 5 and to be tuned into the India-Pakistan discussions on training at this state of planning.

When I was in the New York office in June, I was given a very good fill-in on the Fulbright program operations this current year. Mel also gave me a very excellent report prepared for submission to the Ford Foundation.

The need for training here in both India and Pakistan is very great. The interest is even greater. The problems however of proper selection and follow-through to aid the trainees re-establish themselves when they return to India are nothing short of baffling. Because of the magnitude of this latter problem, it is of utmost importance to begin now planning for a program for the coming year. I feel the same bi-national selection committee should be used.

Let me now turn my attention to your specific questions.

1. It is very difficult to answer the question realistically with respect to what would be an adequate number of grants for the two countries. I would be inclined to push the upper limits and suggest very good selections can be made for as many as 30 grants. I say this because the need for training in some of the fields which are outside TCA's interest is very great.

2. Instead of making allowance for separate grants for individuals who applied here, I would suggest that this office be brought in on the bi-national selection committee. This would facilitate our having promising candidates make applications as well as put us in a position to influence selection. To assure maximum coordination I feel we must for this phase of the training program work exclusively through the bi-national selection committee.

3. In general I would suggest that primary emphasis be placed on fields and areas which TCA feels it cannot service. There will be exceptions and I'll give you an illustration. TCA is prepared to service the agriculture field. But for a person to qualify he must be recommended by the State Government to the Central Government. The Central Government in turn must approve and send on to TCA. There are several very important non-government colleges which need help in training staff. Frequently the State Governments fail to respond to requests from these private institutions for help in processing applications. So while we would like to operate on broad principles, we should not be so rigid as to exclude special cases.

Some of the areas which go beyond TCA general area ofiinterest and which constitute very important fields are: public administration, education, the broad field of social sciences (specially political science, sociology, psychology, economics, anthropology and research methodology). TCA will give some attention to public health but the need for trained people in this field is so critical that I would not wish to see it excluded.

Also TCA tends to rule out basic training requiring longer than two years. There will be cases where a longer period of training may be necessary in fields where TCA would feel the applicant should go the Fulbright route.

We are taking steps here to have a joint meeting bringing together Fulbright, TCA and the Foundation for a good discussion on training. Each of us is getting so many requests of training grants without being fully aware of the programs of other agencies. This we propose to correct and soon.

In case I haven't implied as much, we fully support the need for continuing the Fulbright program and stand ready to give full cooperation.

I'm on my way to Karachi the 19th and shall take a look at this over there.

Sincerely,

Douglas Ensminger
Representative for India

SEP 4 1952

TO: THE FORD FOUNDATION

FROM: THE INSTITUTE OF INTERNATIONAL EDUCATION

PROPOSAL FOR AN ADVISORY COMMITTEE ON INTERNATIONAL CULTURAL AND ARTISTIC EXCHANGE

PROPOSAL

The Institute of International Education requests a grant from the Ford Foundation, totaling $81,900 over a three year period, at the rate of $27,300 annually, to establish an Advisory Committee on International Cultural and Artistic Exchange for the review and development of plans for cultural exchange projects between the United States and other countries of the world. The Institute believes that exchange programs in the field of the arts can be one of the most effective means for developing closer relations between the United States and other countries, among influential groups in fields in which the United Statee is little known or respected abroad. To develop such an exchange program the Institute believes it is essential to have the advice of able, experienced persons in the American art world, and that such advisers must serve on a paid basis, if they are to be asked to give the time and effort necessary for the development of plans for a major cultural exchange program for the United States.

BACKGROUND

It is unnecessary to point out at length here what has become axiomatic: that while the people of other countries recognize the economic and military strength of the United States, they know little or nothing of our artistic development in recent decades; that while they are familiar with American refrigerators, American cars and American movies, they know little of our painters, our symphony orchestras, our experimental theatre, our museums, and so on. Our mass production techniques, our production records, and our abundance of natural resources have impressed the rest of the world, and aroused envy everywhere, but they have not always made us liked or trusted. There is a deep suspicion of America's international aims, in large part because the only symbols of America widely held and universally understood abroad are those concerned with our military and economic dominance. In order to bring the free countries of the world into real partnership with the United States we must reach the minds and spirits of those we are trying to help as well as supply arms and economic aid. In many countries, intelectual and cultural achievements are put on a far higher plane of appreciation and significance than efforts toward material gains.

The Institute believes it is urgent that organized efforts be undertaken to review the cultural resources of the United States with a view to determining how they may be used to demonstrate the creativeness of this country in an effective manner abroad, in order to combat the stereotypes of "materialism" and "gadget-mindedness" which the world has of us. Such efforts to acquaint the world with American artistic development must be done on the most carefully planned basis if they are to be effective, for it is unlikely that anything

like the vast sums which are spent on exchanges of specialists, trainees, students or scientists will ever be available for cultural exchange programs, though it is to be hoped that greater resources can be turned to this end than in the past.

The unhappy history of government-supported ventures into cultural and arts programs is well-known; the strong opposition to such programs in Congress makes it unlikely that the government will in the future initiate or support many projects in art fields. Private ventures have been more successful, though very limited; they have suffered in effectiveness through being carried out on a piecemeal basis, with few of them undertaken in reference to any major objective or as a part of an integrated program which would help to familiarize other parts of the world with America's achievement in the arts.

The Institute has become keenly aware of the need for a planning and reviewing group in the field of cultural exchange through its work with committees composed of outstanding persons in the arts on individual projects such as the International Arts Programs of the past three years, and the Fulbright Art Juries for the selection of American artists for study abroad. In addition to these, the Institute has had the experience of operating such an emergency project as the Belgian Music Competition, which clearly indicated to the Advisory Committee and to the Institute the need for long term integrated planning for cultural exchanges. These persons have also served as advisers in planning other individual projects, many of which after great efforts could not be carried out because of insufficient time for proper planning or because funds were finally not available.

The experience of these advisers has led them and the Institute to believe that for real effectiveness in cultural programs, a first-rate coordinating body, composed of representatives of all the arts, is essential for the development of plans for an overall program under which individual projects can be developed, and within which individual projects can be encouraged for support from a wide variety of sources. The Institute believes that as a result of its experience in the exchange field generally, in individual arts projects, and because of its broad acquaintance with outstanding persons in the arts through these projects, it is the logical sponsor for such a coordinating committee. Such a committee working with the Institute can take advantage of the experience and the initiative gained in recent years, with great possibilities for developing a cooperative effort among the various groups interested in cultural and artistic exchanges.

In discussing the background which has led to this request to the Foundation, the Institute feels that it is significant to report that the Department of State is at the present time constituting a Committee on the American Arts which will serve as an advisory committee to the US Advisory Commission on Educational Exchange. The three major functions which the Committee will serve are: 1) to advise the Commission as to the role of the fine arts in carrying out the objectives of Public Law 402 (the Smith-Mundt Act); 2) advise the Commission and the Department to stimulate private groups and individuals to finance and conduct art program projects which will further the objectives of Public Law 402; 3) formulate and recommend to the Commission criteria for the type of private art project which the Department of State and diplomatic posts should facilitate in furtherance of the objectives of Public Law 402.

The appointment of this Committee was recommended by the US Advisory Commission on Educational Exchange, in its recent report to Congress pursuant to Public Law 402, as a countermeasure to the Soviet Union's recent emphasis on the fine arts as a propaganda weapon. The Committee is to be appointed to help ensure that those fine arts projects which the Department supports or facilitates will operate in the national interest. The Commission recognizes that government activity in this field will be limited, but that criteria must be established to make that activity effective.

The Institute has kept in close touch with the developments in regard to the establishmnet of this Committee and will hope to cooperate with the Committee and the Department in fine arts exchange proposals as in the past. The Institute doesnot believe, however, that such an official advisory committee to the department obviates the need for a wholly private committee. A private committee, while clearly concerned that any projects it recommended should be within the national interest, would not need to operate within a framework which considers such exchanges primarily within a propaganda context. It could operate with far greater freedom than a committee whose reports and recommendations would necessarily have to be drawn with their acceptability to Congress a matter of concern. Further, the Institute believes that the committee it proposes to create would have considerabley broader and longer-range objectives and greater scope in its activities than the official committee set up by the Department.

Unofficial discussions with members of the Department concerned with the establishment of the Committee on the American Arts have indicated that the Department favors the Institute's proposal for a private advisory committee in the fine arts and believe that the activities of the two committees would be complementary rather than a duplication. The Department has agreed to keep the Institute informed in order to avoid duplication in solicitation of membership, should the Institute's proposal be approved by the Foundation. Close cooperation between the committees can be assured.

OBJECTIVE

In specific terms, the purpose of setting up an Advisory Committee on International Artistic and Cultural Exchange is to create an expert body which will seek to determine how the United States can make the best possible use of the time, talents, and interest of its artists, and its cultural and financial resources, in international artistic and cultural exchange. This is a complex task, demanding coordinated planning by representatives of all the major art fields. Only if the best qualified representatives of American art groups address themselves to the problem, working toward practical solutions in cooperation with foundations and other organizations interested in the artistic exchange field, can we hope to determine what needs to be done, what can be done, and where America's resources lie.

DESCRIPTION OF THE ADVISORY COMMITTEE ON INTERNATIONAL AND CULTURAL EXCHANGE

Functions

The committee would have five broad functions: 1) to review on a continuing basis, international exchange activities in the arts, including its commercial as well as its non-commercial forms; 2) to identify those types of exchanges which show promise of good results and recommend specific types of supporting action; 3) to identify artistic and geographical areas in which no programs have been initiated and stimulate exchanges in those areas; 4) to comment on new proposals and recommend action where desirable; and 5) to identify the organization or organizations best suited to support and carry out proposals on which action is recommended.

Scope

The Committee will have a wide frame of reference, acting as a clearing-house on exchange in the arts and seeking to maintain an inclusive view of what is being done and what could be done. It will investigate the effectiveness of exchanges, not only of persons, including performing groups, but of art works such as paintings and manuscripts. It will consider to be within its purview both commerical and non-commerical manifestations of the arts, including radio, television and film exchanges. Although these media are usually excluded from the arts in the United States, it is felt that they are potentially as creative as the more esoteric art forms. Furthermore, they are more widely recognized and used as media of artistic expression abroad than in the United States.

Finally, the Committee will investigate artistic developments and needs abroad as well as in this country through professional contacts with art organizations and representatives of the arts in all parts of the world. In the course of its investigations, it is hoped that the Committees will be recognized as a coordinating agency by

groups abroad interested in stimulating exchanges between the United States and other countries as well as by such groups here.

Relationship to the Institute

The clearing-house function of the Committee will provide a solid basis for judgment on new proposals called to its attention and for its recommendations to the Institute. Acting as a secretariat, the Institute will draw up in final form, for presentation to appropriate foundations or other groups, projects recommended by the Committee. It might, for example, propose that American representatives of professional caliber should participate in some of the international festivals held in Europe each year; or that a troupe of dramatists from Britain should be assisted in their efforts to present Shakespeare in the United States, etc.

The Committee will include in its recommendations an indication of the organization or organizations which it believes would be best equipped to carry out the proposed project. The Institute itself would act as an operating agent only in cases where it appeared that there was no other appropriate organization ready to assume administrative responsibility. Thus, the role of the Institute would be limited largely to overall planning and to the services of a secretariat, which would prepare the agenda and other materials needed for quarterly meetings of the Committee, and would draw up proposals in final form for presentation to a foundation or other agency.

Nature of the Committee

The proposed Committee would have the status of official consultants. It would differ from the many volunteer committees whose members so generously donate their time to the Institute, in that it would meet at regular intervals and would have its expenses plus honorarium paid. Preliminary discussions with potential committee members have convinced the Institute that this is necessary. Only if the Committee has funds for travel to meetings and other expenses at its disposal, will it be possible to attract professional persons of the highest caliber from all parts of the United States. A Committee whose membership was restricted to the New York area would lose some of the effectiveness which would be obtained through select representation of outstanding arts experts from throughout the nation. The non-New York members of the Committee would also serve through the Institute's regional offices as local leaders for regional art groups ; there are many uses for such regional groups, but the development of these should follow only after the usefulness of the National Committee has been proved.

Financial Frame of Reference

In order to fulfill its functions most effectively, the Committee will require an overall financial frame of reference within which it can plan. It will need to know in broad terms what funds might be made available for exchanges in the arts, provided appropriate projects were forthcoming. The Institute, will, with the committee, begin an exploratory survey of possible sources of funds for exchange programs in the arts as early as is practicable after the organization of the Committee.

Size and Qualifications for Membership

It is proposed that the Committee should consist of ten members representing nine major fields of artistic expression, plus one member-at-large publicly known as a patron of the arts. Additional members might be added as needed to extend the Committee's knowledge of specialized developments within a particular arts field.

Qualifications for membership:

Broad international and national experience and contacts, capacity for creative thinking, plus the ability to translate ideas into concrete proposals would be primary qualifications. Committee members would be invited and would participate as individuals rather than as representatives of organizations, since persons of stature are frequently connected with more than one organization. They would primarily be persons with organizational connections and experience, rather than performing artists.

The nine art fields proposed are: Architecture, the Dance, Graphic Arts, Literature, Music, Plastic Arts, the Theatre, Film, Radio and Television, (Film, Radio and Television are included for reasons given under the section on the scope of the Committee.)

The Committee would meet approximately four times per year. Individual members might be called upon for advice during interim periods, however. It would begin functioning as soon as possible. There is attached a list of persons of the type who could be considered as possible members of the proposed committee.

Budget

A budget covering expenses and honorarium for Committee members is attached. Some flexibility is provided to insure maximum effectiveness in the first year.

ESTIMATED BUDGET PER YEAR

4 meetings of 2 days each
10 Committee members

Honorarium ($50 per day)		$ 4,000
Travel to meeting place (for estimated 5 persons)		5,000
Travel at $150 for each	$3,000	
Per diem at $20 per day	$2,000	
For additional specialists or area advisers as needed		2,000
Luncheons, hospitality, etc.		2,000
		$13,000

Secretariat

Executive Secretary	$ 5,500
Secretary	3,000
Central Services and overhead ($1,500 per employee per year)	3,000
Travel in U.S. (for staff)	2,000
For extraordinary telephone and telegraph charges purchase of special books, magazines, etc.	800
	$14,300
TOTAL ONE YEAR	$27,300
TOTAL THREE YEARS	$81,900

This project is presented on a three-year basis, since it is obvious that the Committee, if it is to be effective, must be continued over a considerable period. It is doubtful whether persons of the caliber suggested here would be willing to serve unless there were some reason to assume that the effort would continue for at least a three year period if it proved successful.

September 11, 1952

TO: The Ford Foundation

FROM: The Institute of International Education

PROJECT: Japanese-American Legal Reform Studies

Proposal

The Institute of International Education requests a grant of $229,405 to enable the Law School of Harvard University to carry out a series of related studies by American and Japanese scholars, working both in the United States and Japan. The studies would be directed to the Japanese legal reforms brought about during the American Occupation, their background in American law, and the extent to which they have been accepted and have had an impact upon Japanese society. The program would be designed to assist the Japanese in determing what modifications and adjustments in the new laws, and in the social institutions on which they impinge will be needed if the reforms are to exert a continuing influence in the development and preservation of a democratic state in Japan.

The project would be the responsibility of the Law School of Harvard University, working with the advice and cooperation of the Institute of International Education and the active help of Harvard faculty members engaged in East Asian studies. It would be carried out in two phases:

1) A carefully selected group of Japanese jurists - chiefly law teachers and lawyers in Government service - would come to the Harvard Law School for a program of law study and research, guided by American lawyers experienced in working with Japanese. The program would be designed to enable the Japanese jurists to achieve a genuine understanding of American law and legal institutions, especially those which have served as sources of the legal reforms effected by the American Occupation.

2) A field study, by Japanese and Americans working together in Japan, both of the actual impact of this legal reform on Japanese culture and also of the ways in which social and political forces are affecting the laws of American origin which were received into the Japanese legal system.

Under both phases of the project, reports would be prepared in specific fields depicting the American legal institutions and ideas which have been received into the Japanese legal system, evaluating the extent to which the reception has been successful, and, where appropriate, recommending modifications designed to bring about a better adaptation of the Occupation's reforms to the needs of Japanese law and society.

Though the two phases of the project have independent objectives, they are in fact closely interrelated. As will appear, the existence of Phase I will contribute greatly to the preparation for Phase II, and success in Phase II would enhance the practical value of Phase I.

Need for The Project

Laws and legal systems are a part of the total culture and environment in which they operate. In any society they must conform to the needs of that society and be in harmony with custom and tradition if they are to survive. Given the circumstances of the Occupation's legal reforms, it is highly probable that a number of the laws which were then imposed are ill-adapted to the needs of Japanese society. Unless such laws are modified or eliminated, their presence in the system may impair the chances of survival of other laws and legal institutions of American origin which can do much to aid the development and preservation of a democratic state in Japan. The process of selection and adaptation that is called for requires a real understanding of the laws and legal institutions involved, of the culture and environment in which they operate, and of the inter-action of legal and social forces that the Occupation's legal reforms set in motion.

This understanding requires knowledge which is now divided between, rather than shared by, Japanese and Americans. No adequate channels now exist to provide the inter-communication essential to correct this situation. Nowhere is there available a program of the sort proposed. The Law School of Harvard University and the Institute of International Education believe that an exchange of properly selected persons from both countries for the study and research programs to be outlined more fully in following pages would promote the survival and healthy growth of those elements in the legal reform most likely to advance the well-being of the Japanese people.

Background of the Project

In 1950, among missions sent to the United States by the Department of the Army under their exchange program for Japanese leaders administered by the Institute, was one composed of members of the Supreme Court of Japan and another of Japanese law professors. As part of their program, they visited the Harvard Law School to inquire into the American legal institutions and to observe teaching and research methods. In the course of a series of conferences arranged for them, considerable interest was evoked by the suggestion that some way should be devised to promote an exchange of Japanese and American legal experts to increase the understanding of lawyers in the two countries concerning both the role of the American legal reforms in Japan and the ways in which the reforms could be better adapted to the needs of the Japanese people. Correspondence among Harvard faculty members, Chief Justice Tanaka, and law teachers at leading Japanese universities has confirmed the continuing interest of Japanese jurists in fostering such an exchange.

This spring the leader of the Supreme Court Mission, Mr. James F. Parker, a Washington, D. C. attorney, and Mr. William S. Barnes, Director of the Foreign Law Research Study and Secretary of International Legal Studies at the Harvard Law School, conferred with other interested lawyers in Washington concerning the problem of achieving greater communication between Japanese and American lawyers and then discussed this idea for an exchange with the Institute staff member who had worked with them in 1950 on the Japanese Supreme Court Mission project. At her suggestion, Mr. Barnes and Mr. Parker drew up a preliminary sketch of their

exchange proposal and presented it to the Institute for comment. After a meeting with Mr. Parker and Mr. Barnes at the Institute, it was suggested that the idea should be expanded into a definite project for submission to the Ford Foundation. The Institute has cooperated with members of the Law School faculty in shaping plans for the project, in preparing a project budget, and in writing the project outline for presentation to the Foundation. If the project is approved, the Harvard Law School will look to the Institute for aid and counsel in developing various aspects of the project. Correspondence with leading Japanese jurists and conferences with visiting professors from Japanese law schools have encouraged the expectation of close collaboration by highly qualified Japanese lawyers in both aspects of the project.

During the next few months, there is likely to be developed in Tokyo a Cultural Center which would provide an ideal operating base for the work in Japan. Members of the Cultural Center Preparatory Committee are familiar with the proposed exchange, and it is believed that these contacts will greatly expedite arrangements for Japanese participation in both phases of the project. (The Center is not conceived as a research organization nor would it have resources to finance the proposed study.)

The Law School of Harvard University would appear to be an unusually desirable base for the project for several reasons: great interest in the proposed project has been displayed by Dr. Fairbank and Dr. Reischauer and their associates in the field of East Asian Studies at the University. The instruction available at Harvard in the Japanese language, in Asiatic studies, and in the behavioral sciences, generally should enable the American team to secure such preparatory training as they might need. Dr. Reischauer has assured his full cooperation. The library collections of the Harvard-Yenching Institute should be of real value to the project, as would the Law School's 5,000 volume collection of Japanese law, now being brought up to date after the wartime hiatus. The Japanese project would fit perfectly into the context of the expanding program of International Legal Studies at the Law School, which is bringing to Harvard a considerable number of graduate law students from abroad and is opening up new fields for study and research.

Program Outline - Phase I

The Institute of International Education proposes to bring to Harvard Law School in the spring of 1953 a group of six Japanese jurists to pursue a carefully worked-out program of study and research at the Law School suitably guided by American lawyers assigned to the program. Though adapted to the interest and experience of the individual members, the project would constitute an integrated whole, calculated to advance Japanese understanding of the American legal background of the Occupation's legal reforms. The jurists would be in the United States for a period of eighteen months.

Observations by Harvard Law School faculty members of the work of even the more mature Japanese legal scholars who have pursued graduate studies there, have indicated that such work is not likely to yield sufficiently good results to meet the current need. The

Japanese legal scholar in the United States is handicapped by lack of familiarity with our basic legal structure and processes, by language and other cultural differences, and, to put it frankly, by the Oriental disinclination to bring his difficulties clearly to the attention of those who might help. These troubles may be accentuated when the scholar is working in isolation, but the presence of a compatriot may, in the absence of countervailing arrangements, lead only to further withdrawal from helpful contacts with Americans and the American environment.

To meet this situation, arrangements are called for which will provide the visitors with continuing counsel and aid from American lawyers who have a command of the Japanese language and who are responsible for carefully planning a program that will make the maximum contribution to the needs of the visitors. If this is not done, misdirected, ineffective efforts seem inevitable. Provision for aid should, of course, extend beyond the sphere of legal study and research although naturally that would be an important aspect of the assistance rendered. Even with this assistance, experience indicates that a period shorter than 18 months is not likely to achieve the desired results.

Specific Objectives

1. By providing able Japanese jurists with an adequate opportunity for advanced study in this country, to aid in developing a climate of legal thought in Japan which would promote the survival of democratic legal reforms.

2. To give the members of the group a sound understanding of the American laws and legal institutions that have been introduced into their country and to help them work out ways to further the process of integrating these into Japanese law and culture.

3. To provide for the preparation of research reports which would interpret for Japanese readers American legal thought and experience as it bears on the legal reforms in Japan. The reports would, of course, be written in the light of Japanese law and society and published in the Japanese language.

Participants

The Japanese group coming to study and engage in research at the Law School of Harvard University would be composed of six lawyers of outstanding ability. In their selection, men from the following areas of the legal professions would be considered: Teachers of law in Japanese universities, judges, officials of the Ministry of Justice or lawyers in other areas of government service, and possibly lawyers in private practice. Emphasis would be placed upon the ability of the persons chosen to transmit their ideas effectively in Japan, a consideration that points to the key importance of the law teacher.

All participants should have a good knowledge of English, preferably be between the ages of 30 and 45, and have demonstrated prior interest in some aspect of the studies to be undertaken at Harvard.

Orientation

The period from April 15 to September 1 would be devoted to intensive orientation and local field trips. It would include training in English language where necessary, study of American political, economic and social institutions as a background for studies in American law, and a short introduction of the development of American law and legal institutions. Auditing courses and seminars in the Law School during the latter half of the spring semester would enable the group to acquaint themselves with American methods of legal education and research. The Director and Assistant Director of the project would also work very closely with the team in developing the outline of the overall research plan and the individual research projects of the team members.

The summer activities would be rounded out by field trips to courts, law offices, other universities, prisons, hospitals, business and manufacturing firms, etc., within the Boston-Cambridge area. This period would provide the necessary adjustment to American life and background for research in American law. It seems essential for the full realization of the project's potentialities.

Research and Study Program

Each of the Japanese participants would be launched on his specific research program not later than the beginning of the school year in September 1953. He would then be assigned a research assistant from among the American students at Harvard working in his field, who would aid him in his investigations throughout the following year. Reports based upon the research would be completed by the team under the guidance of the Assistant Director. Since he would be younger than many of the Japanese group, he would endeavor to work as a person charged with assisting, rather than directing, their activities.

It is expected that all or most of these reports would be suitable for publication in Japan and some might justify publication here in English. They should aid in carrying out the field study in Japan, to be undertaken under Phase II of the project. Exemplifying research subjects on which the Japanese might choose to work because of their special value for the understanding of the American elements in Japanese law are: Constitutional provisions guaranteeing civil rights and their judicial interpretation and application; the processes of constitutional litigation; the role of an independent judiciary in reviewing regulations and decisions of administrative agencies; procedures designed to provide a fair and speedy criminal trial; anti-trust and other regulatory laws affecting industrial development and international trade. These areas all bear significantly upon the relation of the individual to the state; their study should throw light on the ways whereby law in a democratic society can aid in achieving a proper balance between individual freedoms and social needs.

The research program would be supplemented by a program of courses in the Law School and other departments of the University, selected after consultation with the Director or the Assistant Director. In their course work the Japanese jurists would be aided in interpreting the materials covered and in placing the problems in context by the American research assistants assigned to them. The assistants would also suggest research techniques for the use in the preparation of research reports, but most important, informal discussions with them would aid the Japanese in comprehending American ideas and attitudes toward law and the individual's relations to the State. It would put at the visitors' disposal a process which is recognized as invaluable for American law students.

During the vacation periods and at other convenient times, field trips would be arranged so that the visitors could discuss their research findings with leading judges and lawyers and could visit the Department of Justice and the Supreme Court in Washington, and municipal and state courts in other parts of the country.

Administration

Phase I

The project would be carried out by the Harvard Law School with the advice and cooperation of the Institute of International Education. The project would be the direct responsibility of David F. Cavers, Associate Dean, and William S. Barnes, Secretary of International Legal Studies of the Law School. Other members of the Law School faculty would serve in a consultative capacity.

Personnel having the functions and meeting the criteria noted below would be sought for the project:

A. Director. The Director would be an able and experienced American lawyer, familiar with Japanese language and possessing some knowledge of Japanese law. The Director would initiate and carry out the selection process, set up the program of orientation for the Japanese lawyers, and supervise their research and study programs until this duty is taken over by the Assistant Director at the time the Director becomes actively concerned with Phase II of the project. The Director would continue in an advisory capacity on Phase I.

B. Assistant Director. The Assistant Director would be a younger man with some experience in legal work and with a knowledge of Japanese language and culture. He would assist in the orientation program and later direct the work of the Japanese jurists while the Director was in Japan under Phase II of the project.

(Highly qualified persons for these two posts have already been identified on a tentative basis and have indicated interest in working on the project.)

C. Six Research Assistants. These would be graduate or third-year law students working in the same field as the Japanese lawyer to whom each would be assigned. Their work would be on a part-time basis.

D. Secretary. A secretary would be employed to work with the Director and Assistant Director, as well as to be available to members of the team for the typing of manuscripts, etc. Arrangements with the Law School would make it possible for the secretary to be employed on a half-time basis until a need for a full-time secretary was experienced.

Selection of Japanese Participants

If the project is approved, the Director of the project would formulate plans and criteria for selection of the participants in consultation with experts in Japanese studies and with members of the Harvard Law School faculty during the month of November, 1952. He would depart for Japan by December 1 and, with the help of the Japan Society and their Legal Advisory Committee members, would set up a Nominating Committee in Japan to propose members of the team to come to the United States. The Nominating Committee would be composed of Deans or other high ranking members of Japanese law faculties, officers of Japanese professional law organizations, judges or members of the Ministry of Justice, and one or more prominent Americans or Japanese in other fields who could contribute added insight and breadth to the Committee.

The functions of the Committee would be a) to advise the Director about methods of publicizing the project, b) to encourage qualified persons to apply, and c) to review all applications and nominate from ten to twelve candidates from whom the team would be chosen.

Final selection would be made in this country by a committee who would also serve as general advisers on the project. Suggested members, in addition to members of the Law School faculty and one or two prominent lawyers in private practice, are former Ambassador Joseph C. Grew; Dr. Arthur Raper, Mutual Security Agency (formerly with SCAP); Dr. John Bennet, Department of Sociology and Anthropology of Ohio State University; and Dr. Robert Hall, Japanese Training Center, University of Michigan.

Announcement of the project would be made in Japan about January 1, and nominations would be received until February 1 or possibly 15. The Japanese Nominating Committee would then meet and recommend a panel of 10 or 12 finalists to the United States Selection Committee from which the latter would pick the six participants. The candidates chosen would be notified early in March and would be expected to travel by plane to the United States, arriving at the Harvard Law School by April 15, 1953.

Time Schedule - Phase I

November 1952 - March 1953	Selection period in Japan and the United States
April 1953 - August 1953	Orientation and research planning for the Japanese team at Harvard
September 1953 - September 1954	Individual programs of research and study for the Japanese jurists at Harvard

Timing: To fit a program of this duration into the calendars of two sets of universities is difficult. The time schedule developed in this proposal represents, in many respects, an ideal solution. Unfortunately, it is tight. If serious impediments are encountered in enlisting or in freeing key people for work on the project, adjustments in the schedule may be necessary. Meeting high standards as to personnel will be more important to the success of the project than conformity to the time-table outlined in this statement.

Budget - Phase I

See Appendix A

Program Outline - Phase II

The Institute of International Education proposes that the Law School of Harvard University organize and send an American team of lawyers and behavioral scientists to join with Japanese lawyers and behavioral scientists in a field study, sponsored by Japanese universities and other appropriate institutions, of the actual impact of the American Occupation's legal reforms in Japan. The study would be directed (1) to the effects of the reforms on Japanese culture generally and on the Japanese legal system in particular and (2) to the ways in which social and political forces in Japan are affecting the laws and legal institutions of American origin in the Japanese legal system. Members of the American group taking part in the project would spend from 12 to 18 months in Japan after some months of preparatory work at Harvard.

A key point in developing plans for the study in Japan would be to maximize Japanese participation. Correspondents in Japanese universities and visiting Japanese scholars have encouraged the belief that Japanese scholars would take an active part in the work. However, three conditions must be reckoned with: (a) Japanese social scientists have heretofore done little field investigation (inquiry into actual situations is still considered an American innovation). (b) Japanese universities seldom collaborate and the preeminence of the University of Tokyo serves to impede its cooperation on an equal basis with other schools. (c) Inflation has subjected Japanese university professors to extreme economic pressures, and they have burdened themselves with heavy and uncongenial tasks simply to make ends meet.

Given these conditions, the organization of a cooperative field study, planned and (except for the American team) financed by Japanese universities, presents serious problems. How best to proceed is a matter to be carefully checked by the Director during his initial visit to Japan. On the basis of presend advice, however, the organization of an ad hoc working committee in Japan, composed of members of university faculties and using the proposed Cultural Center in Tokyo as a base, appears the most promising tactic. Each member of the American team would have one or possibly two opposite numbers on the Japanese working committee with training in the same discipline as his. The committee member would be expected to give only a part of his time to the project. His services would be especially important in selecting subjects for inquires, in evaluating data, and, above all, in formulating recommendations and suggestions. He would also be relied on to enlist competent graduate students and young scholars to work in a full-time basis as research assistants with the American team in the field. His compensation for these service would be very modest by American standards, but it would enable him to give substantial time to the study.

This informal and flexible arrangement would leave room for a greater assumption of responsibility by the Japanese participants than has been indicated above if they should manifest a desire to do this. Moreover, the plan is consistent with formal sponsorship of the study by Japanese institutions. Though the greater the degree of participation by Japanese, the greater the significance any recommendations are likely to have, the value of this phase of the project would not be destroyed if the main burden had to be carried by the American team. Its contribution would be very substantial, both for Americans and Japanese, even though it did no more than lay bare the facts as to the processes which the Occupation's legal reforms have set in motion in Japanese society.

Specific Objectives

1. To provide for the systematic collection and interpretation of data on the sociological effect in Japan of the reception of American laws, legal institutions and ideas.

2. To provide an opportunity for American lawyers and social scientists to obtain a first-hand knowledge of the role of law in Japanese society, knowledge that will aid in future commercial and political intercourse with Japan and in the future training of Japanese lawyers in American law schools.

3. To provide case histories of the interaction of law and social forces under conditions which might yield generalizations of significance for the understanding of social processes both in East Asia and in all societies.

4. Through the field study and the reports it yields, to interpret findings that may help Asiatic peoples gauge the extent to which our legal institutions, if adopted by them, can be adapted to their needs and actually strengthen democratic principles against totalitarianism.

Participants

The American team of four who would collaborate in the field study in Japan would consist of the Director of the Project, a lawyer in private practice in this country; another lawyer with special interest in the sociological implications of law (perhaps with experience in a field, such as criminology, pertinent to the study); and two other behavioral scientists such as a sociologist with experience in survey and interview techniques, a political scientist with thorough grounding in Japanese history and economic structure, a social psychologist or an anthropologist. At least two of the participants should be fluent in Japanese and a grounding in Japanese would be advantageous for the others. A man experienced in survey techniques would be needed. Academic members of the team should, if possible, be at the level of Assistant Professor of higher, but rank should not take precedence over the special qualifications indicated. There would be no age limitation, but it would be preferable to have members between ages 30 and 55.

Orientation

Every effort would be made to select the team in time for it to assemble promptly in Cambridge at the end of the school year 1952-53. Work would then be instituted both to prepare the members for their tasks in Japan and to map out the field study (insofar as this could be done in advance of on-the-spot conferences with the Japanese participants.)

The legal phase of the training program would require the group to become familiar with the American elements introduced into the Japanese legal system and the legal and social context into which they had been fitted. Particularly for the non-lawyers in the team, this might call for considerable study in the American background of the American elements in Japanese law. For Japanese law the team would, of course, draw heavily on the six Japanese jurists who would already be at work in Harvard, pursuant to Phase I of the project. Not only would their help be invaluable to the team, but the exposition of Japanese law and its social setting to interested Americans would have its value for the expositors. This part of the orientation might continue after the team arrived in Japan. The law school of, say, Tokyo University might arrange a short period of intensive work, directed to relevant areas of Japanese law, the organization of the courts and legal practice, and methods of legal education. American lawyers practicing in Japan could also be helpful at this point.

Intensive study of Japanese language, history, and culture would be undertaken at Harvard in connection with the program of Japanese studies in the Department of Far Eastern Languages and other departments of the Faculty of Arts and Sciences. Professor Reischauer has assured us that he will be glad to take an active part in the development of this phase of the program. The aid of behavioral scientists experienced in social field studies would also be enlisted, especially in the develop-

ment of study plans. The team would work with the Japanese group at Harvard in tentatively formulating the problems to be attacked in the field study.

Program

Since the areas of Japanese law and society affected by the Occupation's legal reforms are too extensive to permit thorough investigation of them all in the time available for the study, a critical task confronting the team would be to select those areas that would best reward intensive study. In this selection process, naturally much weight would have to be given to the interests and experience of the team's own members.

No attempt will be made here to forecast the specific decisions that would be reached in the selection process, but probably substantial work would be directed to the widened authority given the courts over legislation and administrative action and the extent to which, in its exercise, the courts have benefited from, and have safeguarded, their new independence. A significant phase of the foregoing is the protection that the judiciary is expected to accord the newly-declared civil rights. The field of criminal law and its administration is another area that has been importantly affected by American thinking and American-imposed changes. Still another broad area which might lend itself to examination is that of economic regulation, especially the American-directed efforts to break up concentrations of economic power by law.

Whatever the areas chosen for study and however the particular topics may be defined, their study will almost certainly involve inquiry into relevant attitudes and practices in a variety of contexts. For example, it would be necessary to learn how the new order has affected not merely the functions of administrative agencies and the courts but also the views and practices of the lawyers who appear before them, the expectations and reactions of their clients and of other citizens affected by the new laws, and what preparation for understanding and working within the new legal framework is being given by the Japanese schools and universities. Conflicts between new values and old would have to be identified and appraised. The investigation presumably would call for extensive interviewing and compel travel to representative sections of the country.

As the field studies were being completed and reports prepared, the American team would have the help of the Japanese jurists newly returned from their work in the United States (Phase I of the project). They would be especially qualified to judge whether Japanese misconceptions of American law were preventing them from benefiting from the legal reforms as fully as they might.

Administration

The overall administration for Phase II as for Phase I will be the responsibility of the Harvard Law School, with advice

from the Institute of International Education and the active aid of Harvard faculty members in East Asian studies. The Director of Phase I will devote most of his time to Phase II from July 1, 1953 until the field study is completed. He will work closely with the U.S. Advisory Committee in selecting the other members of the American team and in devising the framework within which the field project will develop.

The team will use part-time secretarial help in Japan as needed, and also employ some full-time and some part-time research assistants and translators, assuming that these are not provided by the Japanese institutions cooperating in the study. A resource of great potential value to the American team is the presence in Japan of American graduate students studying in appropriate fields under Fulbright or other sponsorship. For Americans to join with Japanese in serving as research assistants to the team members and their Japanese collaborators might prove a highly rewarding mode of study. The needs of the field study team will be brought to the attention of the Fulbright Selection Committee this year.

Selection Process

It would be the responsibility of the Project Director, with guidance from the U.S. Advisory Committee, to find suitable members for the team and interest them in taking part in the project. Selection would be by invitation only, rather than by open competition, with the Director and the Advisory Committee deciding upon the membership. The Director would start the search for possible members as soon as the project was approved, before his departure to Japan. He and the Committee would make final decisions as soon as possible after his return to the United States in the Spring of 1953.

As was noted above, the Director, while in Japan, would also work out with Japanese university and institutional representatives the machinery needed for developing plans for the field study there and for organizing Japanese participation.

Time Schedule - Phase II

A.	November 1952 - June 1953.	Establishment of contacts in Japan and completion of preliminary arrangements for Japanese participation in the field study. Preliminary selection of the American team.
B.	July 1953 - December 1954.	Final selection of the American team. Orientation and language training at Harvard. Preliminary work on the field study.
C.	January 1954 - June 1955.	Field work in Japan and preparation of reports. Time for writing reports is included in this period.

Budget - Phase II

See Appendix B

Conclusion

The objectives of the project have been outlined in some detail in describing the two phases into which the execution of the project is divided. However, a final statement should be added concerning some further results to which the proposed studies may lead.

However successful this project may be if it becomes a reality, clearly it should be only the beginning of a longer process of education and research aimed at helping Japan make the legal readjustments which its democratization calls for. These readjustments are not only numerous but they involve many other aspects of the changing Japanese society. Therefore the Law School of Harvard University and the Institute of International Education join in the hope that the work they propose may prove a pilot project which will stimulate the institution of like projects and also provide a base on which American and Japanese scholars may build in carrying out further studies in the same or related fields.

The two institutions also hope that, when the project here proposed is drawing to an end, the results then in prospect will indicate the value of continuing both the research and training work at Harvard and the field study in Japan. At that juncture, the desirability and the likelihood of enlisting governmental aid in both Japan and the United States can be explored, as well as further possibilities of private support. At that time, too, the possibility of broadening the program's American base by enlisting the cooperation of one or more additional American law schools can be considered. The project may have the very important consequence of establishing the law schools of the United States, instead of those of Germany, as the institutions to which Japanese legal scholars will ordinarily turn in the future for advanced work in the broad field of public law.

Though the proposed studies are focussed on Japan, the sponsors have not lost sight of the fact, that knowledge of the interaction of Eastern and Western institutions, such as these studies involve, would be relevant to the problems of other Asiatic areas. For many reasons, Japan may be a good point of beginning, but it need not be a stopping place.

Appendix A

Phase I - Budget

Program Expenses

Round trip to Japan for six, including fare, tax, head tax, and return trip travel allowance ($1667 x 6)	$ 10,000	
Maintenance for six for 17 months at $275 per month	28,050	
*Allowance of 30 o/o of gross salary in Japan for 17 months plus stipend in the U.S. for each of six participants for purposes of income tax - $2,252.50 each. Salary in Japan estimated at $2000 per year in U.S. dollars.	13,515	
Field trips for six at $400, including per diem allowance	2,400	
Allowance for six for insurance, equipment, books, miscellaneous at $250	1,500	
Travel and expenses for Nominating Committee in Japan	500	
Travel and expenses for Selection Committee in U.S.	750	
Six part-time research assistants at $250 each	1,500	
		58,215

Administrative Expenses

Director's salary at $10,000 per year for 8 months	6,666	
Assistant Director's salary at $6000 per year for 17 months	8,500	
Secretary's salary at $3000 per year for 17 months	4,250	
6o/o Harvard Corporation fee for Director, Assistant Director	910	
5 1/2 o/o Harvard Corporation fee for Secretary	234	
Travel of Director - round trip to Japan and within Japan	2,000	
Per Diem for Director in Japan for 4 months at $350 per month	1,400	
Travel of Assistant Director in the U.S.	500	
		24,460
Contingency		3,000
		85,675

Contributed by Harvard University School of Law:

Tuition for six Japanese lawyers at part of spring session, 1953, Summer sessions 1953 and 1954, and academic year 1953-54	7,800
Office space and overhead expenses at Harvard Law School for Japanese team, Director and Assistant Director	5,000
Part-time assistance of Dean Cavers, Professor Barnes, and other members of the Law School faculty	-----
	$12,800

*Because no definite assurance of tax exemption regarding this group could be obtained from the Bureau of Internal Revenue in advance of their arrival, it was deemed necessary to allow for the maximum tax assessment of 30 o/o on their gross income. This will be refunded intact to the Foundation if a ruling is received that the incomes of the participants are non-taxable.

Appendix B

Phase II - Budget (Maximum Time allowed)

Program Expenses

Salaries of 3 team members at $10,000 average, for 24 months (will be reimbursed for regular salary)	$ 60,000	
Per Diem allowance at Harvard for 3 members at $7.00 per day for six months (payable only to those not residing in Cambridge)	3,780	
Maintenance in Japan for 3 for 18 months at $350 per month	18,900	
Round trip travel for 3 to Japan and in Japan at $2000	6,000	
Harvard Faculty of Arts and Sciences orientation for from 3 to 6 months for four team members (including Director) at $250 per member (Tuition)	1,000	
Part Time research assistants and translators in Japan where needed at $2500 per year	5,000	
Honoraria for Japanese Working Committee (5 at $500 per year for 2 years)	5,000	
Travel and expenses for U.S. Advisory Committee meetings	750	
		100,430

Administrative Expenses

Director's salary for 24 months at $10,000 per year	20,000	
Per Diem in Japan for 18 months at $350 per month for Director	6,300	
Travel to Japan and in Japan for Director	2,000	
Secretary for American team for 18 months at $3,000 per year	4,500	
Office space, overhead in Japan for 18 months at $3000 per year	4,500	
Supplies, books, etc. for 24 months at $1000 per year	2,000	
		39,300
Contingency		4,000
		$143,730

INSTITUTE OF
INTERNATIONAL EDUCATION
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September 23, 1952

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

Since sending you the documentation for the Executive Committee meeting to be held on Friday, September 26 at 12:30 P.M. we have received a draft of the report by Dr. Ralph Taylor of the University of Chicago, on the study of the functions of the Institute which was made at the request of the Carnegie Corporation. I am enclosing a resume of the report which we would like to discuss with you at the meeting on Friday.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Encl.

RESUME OF A REPORT OF THE
STUDY OF THE FUNCTIONS OF THE
INSTITUTE OF INTERNATIONAL EDUCATION

by

Ralph Tyler

The purpose of the study was to attempt to clarify the appropriate functions and relationships of IIE.

Recommendations

1. That IIE should establish a committee on problems and policies

- Great need was expressed for a policy making body on international educational exchange. This should be a new body composed of the most competent persons available, some of whom, but not all, might be IIE trustees.

The committee, or commission, should be aided by IIE staff in the study of issues, and have funds to hire consultants, engage organizations to carry on studies, etc.

Functions of the committee:

a) To clarify values of exchanges. Should help to set standards and provide objectives for programs for many groups.

b) Identify problems and difficulties and try to find solutions.

c) Identify promising programs and bring to the attention of interested groups.

2. That IIE should recognize that its basic clientele are the universities and colleges and that IIE's basic program should be to provide services to them.

IIE must earn the respect of this group by the quality of the service rendered to them, if IIE's judgment is to be heeded.

Recently it has sometimes appeared that IIE has paid more attention to the interests of the government than to serving the colleges.

Services wanted by colleges and universities from IIE:

a) Screening of all foreign students
b) Evaluation of credentials
c) Assistance with the direct placement of foreign students
d) Individual services to foreign students - insurance, financial aid in emergencies, etc.
e) Aid to colleges in raising funds for scholarships (Asking for tuition scholarships becoming increasingly resented)
f) Giving publicity abroad regarding opportunities for foreign students.
g) Development of centers abroad for the teaching of English to foreign students
h) Encouragement of demonstrations of community cooperation with colleges and universities in the development of exchange programs.

3. That IIE should serve as a clearing house of information on the field of activities concerning international exchange of persons.

4. That IIE should assume responsibility for those investigations required to guide its operations but not undertake long-range fundamental research in the field of international educational exchange.

5. That IIE should define and clarify its relations with organizations and institutions that have some part to play in international education, and develop activities appropriate to the defined relations.

"Previous recommendations outline a role for the Institute of broad scrutiny of the whole field, the identification of problems, formulation of policies to guide others, provision of needed services to educational institutions. This role of leadership and service to many groups requires continuous consideration of relations with these groups in order that mutual understanding and confidence may be maintained. It is not an easy task."

Groups active in the field are:

a) College and universities
b) Professional organizations - Social Science Research Council, American Council on Education, American Council of Learned Societies, etc.
(IIE should recognize the special assets of these professional organizations and use them)
"IIE should avoid the common shortcoming of trying to do everything itself, or taking credit for everything done. It should try to get every essential activity performed by those most competent to carry it out, and to get them to carry continuing responsibility. Efforts of this sort will help IIE to maintain its necessary role of leadership among the scores of professional organizations that are actual or potential participants in the field."
c) Government agencies - US, UN, foreign governments.
(1) IIE should seek to outline appropriate activity for gov'ts.
(2) IIE should perform certain services to government agencies.
IIE should maintain its complete independence of government.
d) Lay organizations - labor, industry, civic organizations, etc.
IIE should develop relations with these groups, which can provide funds, hospitality, rounded programs for students, etc.
e) Foundations
Foundations have provided basic support for IIE and have provided inspiration for many groups working in the field of international education. IIE should not lose its independence, even of those which support it, if it is to formulate the guiding principles and policies in the field; it must feel free to criticize the policies of foundations as well as government.

"In maintaining a cooperative but independent relation with foundations the Institute should avoid the relation it appeared to accept a year ago, that of the chosen instrument of one of the great foundations in the review and operation of projects. The Institute has offended many groups whose friendship it needs by the position it had to assume. For example, when it scaled down the grant recommended for the NAFSA, it aroused resentment from persons in the colleges who work most closely with

the Institute. Some agencies have declined or hesitated to present projects for review by the Institute in certain areas where the competency of the Institute to judge appears limited. The Institute can maintain its independence and its leadership with other organizations only by refusing to be a chosen instrument of any foundation. When requested by a foundation, the Institute can properly analyze proposed projects and comment on their probable value as well as mention particular strengths and weaknesses if the project falls in an area in which the Institute can make competent judgments. Any individual or organization may render these criticisms. But to stand between the foundations and those who conduct the project is not an appropriate relationship for the Institute."

6. That the Institute regional offices serve primarily as demonstration centers and regional clearing houses rather than as reception centers.

   The regional offices are inadequately staffed and financed to serve as reception centers.
   They can and should:
   a) Explore services needed to make the foreign visitors' stay more productive
   b) Experiment with ways of meeting these needs
   c) Demonstrate how these needs can be met by lay groups and individuals.

7. That the IIE seek stable continuing support for 1) the work of the proposed committee on problems and policies, and 2) the maintenance of a staff of people who are competent to carry on the essential services of the Institute.

   Other activities of the Institute should be viewed as short-range, to be carried on only as long as special support is available for them.

   IIE needs a "hard core" of program and career staff, and special programs and temporary staff for short-term activities.

   The "hard core" activities are 1) studying and reporting on problems and policies, 2) providing services needed and valued by colleges and universities, 3) maintaining a clearing house of information on international educational exchange.

   "This recommendation implies a strong effort to get the continuing support of the Institute on a long-term basis. It also implies that care be exercised in the expansion of the Institute activities so that special programs are not undertaken more rapidly or on a larger scale than competent staff can be found, andthat recognition is given to the fact that the ending of a special program will mean the dropping of the special staff."

"These seven recommendations represent the committee's answer to the question "what is the role of IIE?" As a result of its investigation, the committee believes that the Institute should be a leader of policy making in the fields of international educational exchange, it should render needed and valued services in this field to the colleges and universities, it should provide a clearing house of information in this field, it should guide its own activities by fact-finding and operational studies, it should maintain clearly defined regional offices primarily as demonstration centers and regional clearing houses, and it should seek to get financial support of its nuclear program on a longer term basis.

Institute of International Education
September 3, 1952

A PROPOSAL FOR THE ESTABLISHMENT OF A FUND FOR SPECIAL GRANTS TO INDIVIDUALS RELATED TO THE FORD FOUNDATION PROGRAM FOR INDIA AND PAKISTAN

PROPOSAL

After discussion with representatives of the New York office of the Ford Foundation, the Institute of International Education requests the allotment of $50,000 from the Ford Foundation for special grants during the coming year to facilitate the movement of individuals related to Foundation programs in India and Pakistan. Grants from this fund would in general not exceed a maximum of $5,000 for one individual, but in exceptional cases might be as much as $10,000.

BACKGROUND

During the past year several proposals involving the movement of individuals from India or Pakistan to the United States have come from Ford Foundation representatives in these countries. These proposals have involved key persons who are not directly related to large group projects such as the Indian Extension Directors. In each case it has been necessary for the staff of the Foundation in India, Pakistan, New York and Pasadena to spend considerable time in working out detailed projects for such cases. With the expansion of Foundation activities in India and Pakistan, there will inevitably be requests for grants to larger numbers of individuals who do not fit into regularly established group projects. In recent discussions with Mr. Enminger, it appears that in the future there may also be similar requests for individuals from this country to visit India or Pakistan for various purposes. The establishment of a fund for special grants to individuals would facilitate speedy action on such desirable projects.

PROPOSED ADMINISTRATION

1. The Foundation staff in India or Pakistan would in accordance with its usual procedure present to the Foundation staff in the United States a concise statement of a proposal involving the exchange of an individual.

2. The proposal would be reviewed in accordance with the usual procedure by the New York staff of the Foundation and transmitted to the Director of Overseas Operations for approval.

3. The Institute of International Education would make such administrative arrangements as are required and disburse funds in accordance with established procedure for all projects.

4. The Institute would report semi-annually to the Foundation on programs and expenditures under the special grant fund.

TO: THE FORD FOUNDATION

FROM: THE INSTITUTE OF INTERNATIONAL EDUCATION

A CENTRAL INDEX OF EDUCATIONAL EXCHANGEES

Summary of Proposal

The Institute of International Education proposes a project to establish a central index of exchangees, to be supported by the Ford Foundation, through which the Institute would endeavor to compile a cumulative census of persons known to have participated in private and public educational exchange programs between the United States and other countries.

Under such a project the Institute would begin compiling data on exchangees in the current year (1952-53) and would gradually extend the records to include all persons participating in educational exchange programs in previous years upon whom it is possible to obtain information. The Index would include both incoming and outgoing persons who complete international exchange assignments as students, teachers, debaters, lecturers, trainees, leaders or specialists.

The Institute would expect to carry on this project over a number of years. Funds are requested at this time only for one year, though it hopes that the Foundation will be willing to consider support of this project over a three year period. At the end of three years the Institute will assess the need for further subsidy. It is hoped that by that time the Index will be at least partially self-supporting through service fees from organizations interested in obtaining the data provided through such a central index of exchangees.

Need for a Central Index

The Institute believes that it is basic to sound programming of exchange projects and to the sound development of research in the field of international educational exchange that the "population" be established. In recent years all large agencies concerned with international education have stressed the urgency of setting up a central index on persons who participate in exchange programs.

The exchange of persons field has assumed large proportions, especially during the past five years. There is, however, a lack of information as to the numbers involved, country of origin, sponsoring groups both here and abroad, field of study emphasis, and many other special areas. General estimates place the number of educational exchangees, using the term in its broad sense, at some 70,000 persons a year at the present time, divided approximately as follows - 30,000 foreign students in American colleges and universities; 10,000 foreign technicians, leaders and specialists on short-term visits or on special industrial assignments in the United States; 20,000 American students abroad on year-round or summer study programs; and 10,000 American educators, doctors, engineers, agricultural advisers, and teaching missionaries on special public or private missions abroad.

Except for foreign students in the United States, of whom a census has been taken annually for a number of years through the cooperation of the Committee on Friendly Relations among Foreign Students and the Institute of International Education, data is not available concerning any of these exchangees in any central file.

The agencies most concerned with the exchange of persons field - major private foundations, government agencies such as the Department of State, Office of Education, the Mutual Security Administration, and colleges and universities- have indicated that a central "pooling" of information on all exchangees would be of substantial value.

Objectives of the Central Index

The general value of such a central index of exchangees has been stressed. The major objective in developing such an index would be to obtain a clear identification of persons who have participated in educational exchange programs, or as individual exchangees, between the United States and other countries. This index of persons would provide, upon valid requests, specific information about these exchangees for:

a) Research - The Index would provide the basic resource from which samples could be selected for a wide range of detailed research projects, as well as providing basic statistical data for analysis of exchange programs as a whole.

b) Personnel Identification - With the growing need for well-trained persons for international assignments - in the UN and its specialized agencies, in United States Government aid programs, with industrial corporations having major foreign interests, and in foreign posts of American private agencies - the Central Index would serve as a comprehensive catalog of persons with international training and experience. Its use in identification of individuals in any international emergency is obvious.

Apart from employment as mentioned above, there are many other levels of international activity which could use the voluntary cooperation of persons with foreign training, who could be identified through the Index. The Index would be of assistance in identifying persons to serve on selection committees, to assist in the orientation of foreign persons coming to the United States, or of Americans abroad, to serve on hospitality committees, advisory committees and the like.

c) Program Planning - The Central Index would provide a statistical basis which would be of material assistance to agencies planning exchange programs; the information provided by the Index, and through research based on the accumulated data, should help to determine areas of greatest need - both geographical and by field, assist in eliminating duplication of programs, and provide an overall frame of reference within which individual organizations and agencies could develop their particular exchange programs.

Background of the Project

In September, 1951, the Institute of International Education presented to the Ford Foundation for consideration a project for the Cataloguing of Foreign Students and Trainees in the United States, 1925-1951, based upon recommendations for such a project made by the International Development Advisory Board. This project was essentially similar to the present project except that it was limited to foreign exchangees in the United States, and that the use of the data is now conceived in broader terms. The Institute withdrew this project from consideration when it appeared that the Department of State was unwilling to comment favorably upon the project in view of a request pending with the Foundation presented by the American Council on Education, which included a directory of participants in exchange programs. The Department indicated, however, that it felt such a catalog of persons was greatly needed.

In January, 1952, the Institute presented a new project for a Central Index on Exchange of Persons. At this time the Department of State assured the Institute that it would support the project, in view of the importance of such an index; although the Department had included in its budget a request for funds for purposes related to the Central Index, it indicated that there was no assurance that the funds would be appropriated by Congress for this purpose, and that it felt the Institute should proceed with its project.

The Foundation, in view of plans later initiated by the Department for a general conference of agencies concerned with a clearing house of information and with a catalog of exchangees, deferred action until this and subsequent meetings had taken place, and general agreement could be reached concerning the agencies, public or private, which should be designated to carry out these various functions.

On April 11, 1952 the Department of State convened in Washington a meeting of representatives from the major government and private agencies engaged in international exchange to discuss the possibilities of establishing a clearing house for information. It was the unanimous opinion of that body that the agencies should coordinate their activities in regard to the collection and dissemination of information about educational exchange programs and the indexing of persons participating in these programs. In later discussions among the working party appointed at the April 11 meeting, it was suggested that the American Council on Education should establish a clearing house of information on educational exchange programs, and that the Institute of International Education and the Department of State should be responsible for information about the persons who participate in exchange programs.

A major reason for this decision was that the Institute already has the beginnings of a central index in its records from the annual census of foreign students and its records of Institute alumni under both public and private programs Both sets of records are now being standardized and key punched on IBM cards so that the cards can be interfiled as the nucleus of the index. There are 30,000 cards from the last annual census and 20,000 cards on alumni, giving a basis of 50,000 cards for the Central Index.

Although the Department of State has now contracted with the Office of Education to establish an IBM file on persons participating in Department exchange of persons programs for the current year, the Institute would plan to include all government-sponsored exchangees in its Central Index because these records are primarily for use in the evaluation of the Department's own programs in terms of the Department's special interests, and for the information of Congress, and cover only one year.

In addition to data on the exchangess cited above, the Institute will attempt to collect information about an estimated 400,000 former exchangees who have studied abroad under other programs or as private individuals on their own resources. A complete catalog of exchangees will take several years. It is expected that in the first year the Institute will be able to obtain data on approximately 170,000 exchangees. It estimates that in the second year 150,000 cards can be added to the Index, and 100,000 in the third year. At the end of the third year, the Index should be complete except for the addition of cards for each year's current exchange participants.

Administration

The Institute would administer the Central Index from its New York office. The Bureau of Applied Social Research affiliated with Columbia University, would be employed to do the statistical work on the file of IBM cards.

Information would be collected through college and university alumni offices, government and private agencies which sponsor international exchange programs, the cultural offices of foreign governments and other groups which have knowledge of persons engaging in international exchange.

The new data would be standardized against the Institute's existing IBM records hy using the same categories of information and the same codes in preparing the new cards. All cards could then be interfiled for the Central Index.

These categories of information would be recorded:

1. Name

2. Permanent address

3. Home country

4. Year of birth

5. Sex

6. Status (student, teacher, etc.)

7. Year of beginning of exchange assignment

8. Educational institution attended

   a. for foreign students: U. S. institution attended during exchange

   b. for U. S. students: Foreign institution attended during exchange

9. Country of assignment

10. Field of study or specialization

11. Sponsoring groups

12. Present occupation

These categories have been selected after consultation with a number of interested agencies and after careful consideration of the feasibility of obtaining the information.

Outlined below is a brief analysis of the steps involved in developing a Central Index of Exchangees and in making the data available to interested groups, followed by the budget estimate for the first year's operation of the project.

I. Work Analysis

1. Collect information

1. Sources:	Probable numbers
a. State Department (current year, 20,000; past years, 5,000)	25,000
b. International House Association	50,000
c. Private Foundations	15,000
d. College and university alumni offices	15,000
e. Foreign groups (alumni associations, selection committees, etc.)	5,000
f. Other sources	10,000
	120,000

2. Methods

Extensive correspondence with various groups sponsoring exchange of persons programs; attendance at meetings (e.g. coordinating committee called together by State Department on April 11th, American Alumni Council) to win cooperation of major source groups; some trips to major sources to analyze files and explain methods of extracting pertinent information from files and organizing for IBM recording.

This phase will be costly and time-consuming during the first year of operation since the various cooperating groups must be educated to the need for supporting the Central Index, and they must be trained in the exact techniques for "depositing" the information.

B. Record information on IBM cards

Coding will be done in the New York office of IIE. The Bureau of Applied Social Research will key punch and maintain the IBM card file.

C. Tabulations, lists of names and addresses

The expenses of these jobs will be borne by the particular group requesting the information. The charge will be the actual cost of running the tabulation or list, plus a proportionate amount of the cost of organizing the Index. Certain limited exceptions to this "pay as you go" rule may be made at the discretion of IIE officers.

II. Budget

Director*	-----
Research Assistants (2 at $4000)	8,000
Secretary	2,800
Coding Secretaries (8 at $2080)	16,640
IBM Tabulation (Key punching and maintaining IBM card file, printing name and address list)	17,200
Central Services and General Overhead (at $1500 per person)	16,500
Special Mailings (postage, stationery, multigraphing, printing of questionnaires, etc.)	10,000
Special Office Equipment	1,500
Travel	3,000
Service Fees (clerical assistance for groups "depositing" information; costs of organizing information on standard record form)	4,000
Contingencies	4,000
	$83,640

*No Director's salary is charged to the project since direction of the Central Index project will be the responsibility of the Head of the Follow-up Unit of the Institute.

This budget is based on an estimated 120,000 new cards; 20,000 cards on IIE alumni and 30,000 cards from the annual census of foreign students to give a total of 170,000 for the first year of the annual census.

There are indications that a number of business organizations, as well as non-profit organizations, will be interested in supporting the Index once it has proved its value. Several of these groups have already approached the Institute and offered cash grants to support the preparation of certain statistical reports and selective listings. However, initial grants are needed to provide for collecting the information and organizing the IMB file.

The Institute estimates that 150,000 cards can be added to the Central Index during the second year of operation at a cost of $50,000; and 100,000 cards can be added during the third year at a cost of $40,000. These figures represent the estimated cost balance after the Index has accepted payments from the groups using the Index during the second and third years of its operation.

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INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D.C.

New address:
1 East 67th Street
New York 21, New York

March 10, 1952

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

Enclosed is a copy of the letter sent over your signature to a list of nearly 2000 prospective donors to the Institute's house purchase fund.

Since the mailing has just gone out, it is too soon to be hopeful. But if three fine bold signatures will bring in contributions, we should be snowed under.

Thank you!

Best wishes,

Ken

Kenneth Holland
President

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

European Office: 173 Boulevard Saint-Germain, Paris (VIe) France • Washington Office: 1530 P Street, N.W., Washington 5, D. C.

March 3, 1952

Mr. Gordon A. Harrison
3215 Rowland Place,. N. W.
Washington 8, D. C.

Dear Mr. Harrison:

One strong conviction we share, as Trustees of the Institute of International Education, and we believe you share with us: Understanding and respect must unite the people of this troubled world, if we hope to work together in peace.

But world understanding is not easily won. Can we convince the people of Iran of America's good faith? How can we reach the youth of Germany, Indonesia, Egypt, and Japan? If only we could meet them, talk to them, let them learn to know us.

We can. More than 3,000 young people from 69 countries are in the United States now, on exchange programs fostered by the INSTITUTE of INTERNATIONAL EDUCATION. Under its auspices also, nearly 1,000 Americans are studying abroad. We in America can speak effectively through these thousands of exchange students.

That is why we support the Institute and ask you to join us.

The Institute has had an opportunity to buy a house, and open it as a WORLD EDUCATION CENTER. A description of the property at Fifth Avenue and 67th Street is contained in the enclosed leaflet. Here the Institute will have a home of its own, for the first time in 32 years, with facilities for hospitality, conferences and informal activities where young people of all nations will meet. This is the personal contact which builds world understanding in the most effective way.

Will you help us create the Center?

The entire purchase price of the house must come from private contributions, since the Institute has no endowment of any kind. Almost one-third of the cost has already been raised, but buying the property will require, still, a great many personal checks, large and small. Will you use the enclosed envelope to send yours now? Your gift, of course, is tax exempt.

Cordially yours,

Margaret S. Lewisohn

Ordway Tead

Edward R. Murrow

February 13, 1952

Dear Ken:

Thanks for yours of the 7th.

I am of course agreeable to having my name used on the letter to solicit funds for the Vanderbilt House.

As ever yours,

Mr. Kenneth Holland
Institute of International Education
2 West 45th Street
New York 19, New York

SP

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"
European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

OK.

February 7, 1952

Dear Ed:

As you know, we plan to solicit funds for the Vanderbilt House by means of a direct mail appeal to the whole list of friends of the Institute.

It has been our experience that a letter signed by individuals outside this office is more effective than a request coming from us. We should like, therefore, to have the appeal for the house go out over the names of three Trustees. Would you allow us to use your signature on a letter such as the one enclosed? We hope to secure permission from Dr. Arthur Compton to use his name along with yours, and Margaret Lewisohn has already agreed.

If you are willing to sponsor a soliciting letter, we shall need a clear example of your signature as you want it to appear. Individual signing will not, of course, be necessary, since we can have the signatures duplicated.

Could you let me know soon? Our fund-raisers are anxious to buy as much of the house as possible before we move into it!

Best wishes,

Ken

Kenneth Holland
President

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

INSTITUTE OF
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2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

February 8, 1952

Mrs. Edward M. Foote, Sr.
Foote Hills
Cornwall Bridge, Connecticut

Dear Mrs. Foote:

One strong conviction we share, as Trustees of the Institute of International Education, and we believe you share with us: Understanding and respect must unite the peoples of this troubled world, if we hope to work together in peace.

But world understanding is not easily won. Can we convince the people of Iran of America's good faith? How can we reach the youth of Germany, Indonesia, Egypt, and Japan? If only we could meet them, talk to them, let them learn to know us...

We can. More than 3,000 young people from 69 countries are in the United States now, on exchange programs fostered by the INSTITUTE of INTERNATIONAL EDUCATION. Under its auspices, nearly 1,000 Americans are studying abroad.

That is why we support the Institute, and ask you to join us.

The Institute has an opportunity to buy a house and open it as a WORLD EDUCATION CENTER. A description of the property at Fifth Avenue and 67th Street is contained in the enclosed leaflet. Here the Institute will have a home of its own, for the first time in 32 years, with facilities for hospitality, conferences and informal activities where young people of all nations will meet. This is the personal contact that can deal with world understanding in the most effective way.

Will you help us create this Center? The entire purchase price of the house must come from private contributions, since the Institute has no endowment of any kind. Almost one-third has already been raised.

It will take a great many personal checks, large and small, to assure the opening of the Center. Will you use the enclosed envelope to send yours now? Your gift, of course, is tax exempt.

Cordially yours,

Margaret S. Lewischn

Arthur H. Compton

Edward R. Murrow

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Reports etc
SP

January
14
1952

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I am sending you herewith the draft of the document which we submitted last week to the Ford Foundation regarding a possible comprehensive program of exchange of persons for 1952. I hope that this will be the main item for discussion at the Executive Committee meeting at the Broad Street Club at 12:30 on Friday, January 18.

In addition, we will be sending you tomorrow the briefs on eight projects which will be considered at that time.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

19

Confidential

DRAFT OF RECOMMENDATIONS ON AN EXCHANGE OF PERSONS PROGRAM FOR FORD FOUNDATION PURPOSES FOR 1952

Submitted

by

The Institute of International Education

January 9, 1952

DRAFT OF
RECOMMENDATIONS
OF AN
EXCHANGE OF PERSONS PROGRAM
FOR
FORD FOUNDATION PURPOSES
FOR 1952

A. PURPOSE

The intention of this memorandum is to outline the possible role of international exchange of persons in the framework of Ford Foundation activities for 1952. Although IIE is not now fully informed on all of the ramifications of the activities of the Foundation and its related Funds, we have attempted to estimate them, and have tried to correlate that estimate with our own experience of what the exchange of persons medium can contribute.

It should be clear that this memorandum represents IIE's thinking only with respect to its responsibilities to plan, review, and administer projects for the Foundation. The Institute, as a service agency working with educational institutions and public and private groups here and abroad, will continue to be involved in a wide range of separate, but, in many cases, related programs and projects. (In this paper, program is used to describe a general area of action, and project describes a particular activity within a program). This ability to adapt and adjust its services to the distinctive needs of various sponsors is one of the Institute's major strengths.

B. PREMISES

In drafting an exchange of persons program, it is necessary to adopt certain premises for the recommendations which are made. The premises which underlie the programs and projects outlined later are as follows:

1. The Foundation and its allied agencies will wish to develop an integrated program, related to its goals as set down in the Study Report, rather than to rely upon proposals submitted in a random manner.

2. An exchange of persons program is a promising instrument, but not a goal in itself.

The traditional faith in the contribution of exchange of persons programs to "increase world understanding" is encouraging and laudable, but such programs can only be evaluated in terms of more precise goals. This means that all exchange projects should be subjected to analysis in terms of objectives as specific as possible. New criteria for reviewing projects, and several projects for evaluation of exchanges, are, therefore, being developed by the Institute, and will be submitted shortly.

3. Well-planned and wisely administered exchange of persons programs can probably contribute to all five goals of the Foundation.

It is our feeling that IIE's work has thus far been thought of as related primarily to the goal of development of peace. While this broad aim is certainly the primary objective of all our activity, it is our belief that in seeking to aid in achieving it, the exchange of persons instrument can also be effective in helping to realize other Ford Foundation goals: the advancement of democracy, economic well-being, education, and knowledge of human behavior - all of which are themselves basic to achieving peace.

This memorandum has, therefore, been organized around all five of the stated goals of the Ford Foundation, rather than in terms of country or field programs, or in terms of special categories of persons. It bears repeating, however, that the broad objective of all programs is to

contribute to the development of peace.

4. Exchange programs will best serve the Foundation if they are integrated into all of the Foundation's commitments to which they can be appropriately applied.

The bringing to the United States of rural extension workers from India, for example, has greater promise of effective impact, if it is clearly related to other Foundation programs affecting rural rehabilitation in that country.

We realize that in these early stages of Ford Foundation development it may be difficult to achieve such integration for purely administrative reasons. IIE's suggested programs, therefore, although addressed to the Foundation's goals, have not reached the coherence and integration with the Ford program as a whole that are foreseen in future years. It is the opinion of the Institute that the achievement of the most constructive relationship between the Foundation, the Funds and IIE is not a single act of policy formulation, but a continuing process of cooperative planning, exchange of information, and adjustment of program.

Similarly, the attached projects represent only in part a series of undertakings framed to implement Ford Foundation goals and Institute programs. Some projects were either developed or approved before we had clarified our planning and working relationships. It is anticipated that an increasing sharpness of selection and formulation of specific projects as well as of program areas, will become evident in the course of 1952, and particularly in the framing of 1953 proposals.

5. There will continue to be emergency, "one-shot" grants which are not directly related to the integrated program of the Foundation. These will usually be for strategic or political reasons, which are judged even so to

be within the general scope of the Foundation goals.

In each of the five sections which follow, we have indicated types of programs, and, in some cases, specific projects, which in our judgement merit support. At the end of each section there is a summary of these programs and projects, with suggested budgets indicating the approximate sum of money we believe should justifiably be expended during 1952. An overall summary of the budget is then included as Appendix I.

C. GOALS AND RELATED PROGRAMS

Area 1 - Peace

As suggested above, all efforts in an exchange of persons program, can, in one sense, be assumed to contribute to world peace. The immediate and demonstrable connection, however, between an exchange of persons program and peace is often difficult to establish. The weight of historical evidence so far is inconclusive. Critics can point out that the education of relatively large numbers of young Japanese leaders in the United States after the Mikado restoration did not assure peace between the two countries. Extensive French-German exchanges over three centuries have not kept the peace of Europe.

Peace or war between states is obviously the end result of a whole host of considerations. To claim that the exchange of a large or small number of selected individuals will in itself guarantee peace is absurd. Common sense, however, supports the assumption that when an individual has an experience which attracts him intellectually and emotionally to other people he is likely to be friendly to them. An experience which eliminates ignorance about other people may also increase sympathetic understanding and a desire to act constructively for and with the other people, or it may create merely a mutual respect which in the long run proves healthy. If exchange experiences are wisely organized and carried out, they can undoubtedly contribute to peace.

The Institute, in close cooperation with the Social Science Research Council, is organizing a comprehensive research program on the effectiveness of exchange of persons programs. These studies should yield data on the impact of such activities on individuals and nations, and clues as to this impact on war or peace.

Three promising programs related to the peace goal are proposed.

Program 1: Strengthening of International Organizations

Since the United Nations is the most important single institution for world peace, a program designed to spread knowledge of this organization among the peoples of the world is indicated. The Institute's first project in this field for 1952 must be considered only one step in a series of projects in support of the United Nations, through interpretation by all the mass media and in other ways.

Project: U.S.-U.N. Journalist Project - a three month internship at the United Nations supplemented by U.S. newspaper experience for 75 selected foreign and U.S. journalists Budget $228,000

Other projects to be submitted later $70.000

Program 2: Exchange of Selected Leaders

If Americans and foreign leaders are carefully selected for their competence in interpreting the most constructive aspects of their culture to other peoples it is possible that the ignorances and prejudices contributing to mass hostilities may be reduced, at least among the more responsible elements of various nations. Such a program must be qualitatively rather than quantitatively conceived. Anyone selected for such a mission must avoid any implication of "tourism", of bestowing gratuitous advice, or of having proselytizing zeal. Instead, participants in such programs should (a) be sympathetically interested in the country, (b) have a service to render, (c) be competent in a field, (d) be attached to one or more relevant groups or institutions in the

country of assignment, and (e) stay for a sufficient period to gain experience and assure an understanding of the host country.

Within this general program a series of projects are possible, and can be framed in conformity with fluctuations in world situations. IIE recommends an allocation of $250,000 for this exchange, and lists two project examples.

Project: Leader Exchange with Middle and Southeast Asia (to be submitted shortly by IIE and other organizations). Budget $100,000

Project: The International Farm Youth Exchange Program of the National 4-H Club Foundation (second year request) Budget $86,000

Other projects to be submitted Later Budget $64,000

Program 3: Conferences and Seminars

Of importance in terms of international communications are a number of significant international institutes, conferences, and other periodic short term meetings in which key citizens of the United States and other countries should be able to participate. The Ford Foundation has made certain grants of this nature during 1951, notably the Younger Chemists International Project, the MIT-Foreign Student Seminar, and the World Assembly of Youth held at Cornell University. Since there are numerous sessions of this character each year, each of which can make a reasonable case for foreign participation, the Institute recommends extremely careful screening and priority assignment in this area. The sum of $200,000 per annum is suggested as a proper allocation, with the follow-

ing project divisions:

Project: Seminars, institutes, and other short-term projects such as the American Friends Service Committee International Institutes - to be submitted to the Foundation during the year. Budget $125,000

Project: International Conferences (to be selected from submitted projects during 1952) Budget $75,000

Area 1 - Peace - Program Recapitulation

1. Exchanges to improve and strengthen world support of the United Nations.....$298,000
2. Exchange of selected leaders designed to increase mutual understanding between the United States and other countries..... 250,000
3. Support of seminars, institutes, and international conferences designed to increase better relationships and understanding between the U.S. and other countries..... 200,000

Total programs for Area 1 - Peace $748,000

Area 11 - Democracy

The formulation of exchange of persons programs or projects which promise to promote democracy is not easty. As has been set forth in the Study Report of the Foundation, a solid working definition of democracy is lacking, and is sorely needed at this time.

The Institute, along with other organizations dealing in foreign relations through persons, has experimented in trying to demonstrate the component parts of democracy in clear examples to foreign visitors. A particularly conscious attempt has been made in those special programs of reorientation conducted in recent years for individuals from Germany and Japan.

In general terms, we have explained democracy as a form of self-government, based on, and alert to, the will of the majority of the citizens of the country. We have tried to show that effective democracy must be buttressed with broad participation of the citizenry in discussions of current national and international problems, and through the solution of local and state problems by the exercise of strong individual initiative on the part of private groups and institutions, acting as a counter-balance to centralized government.

We have pointed out that formal education appears to have little direct impact on the development of the individual's belief in democracy, since high educational levels were achieved in both Germany and Japan, without democracy as an end product. The structure of government is also apparently not directly related to democracy. Two democratic nations (the U.S. and U.K.) differ in the structure of government, while nations with similar forms are not democratic (Philippines and Argentina). High technical development does not insure a democratic life--again witness Germany and Japan.

If, and how, the values of the american form of democracy are exportable is a knotty question. The Institute is participating in the studies of training for democratic leadership of the Council on Foreign Relations, financed by the

Carnegie Corporation, and it is constantly exploring, on its own, ways in which democratic values can best be presented to foreign leaders.

We believe that persons brought to this country under circumstances that are favorable at the time, and constructive for their subsequent life at home, will be predisposed toward democracy (though not necessarily all its institutions or social situations).

Contrariwise, if Americans are sent abroad who embody in their personal behavior the best aspect of those huma relationships we call democratic, they may predispose others to share our values.

The clear implications of all these statements is that all exchange programs must be carried out with the greatest attention to the individuals involved. There must be a direct relation between the promotion of democratic values and the quality of program planning and execution in all fields. The following programs are presented with these values in mind.

Program 1: Elimination of Restriction of Freedom of Thought

A limited series of projects can be framed which aim at opening up countries normally out off from contact with democratic ideas. These programs can develop exchange opportunities where they do not now exist, or exist in inadequate numbers. The purpose of such a program is definitely and primarily political, in the sense that an attempt is made to open channels of communications with the free world. For the first of these projects, the Institute recommends the immediate inauguration of exchange programs with Yugoslavia, Spain and Portugal. The proposal for Yugoslavia also is relevant to Area 111 -- the advancement of economic well-being.

Project: Opportunities provided for potential young leaders from Spain and Portugal as graduate students in U.S. universities, Budget $31,000

Project: Yugoslav specialists to be brought to the U.S. for special programs of technical study and training during 1952-53.

Budget $100,000

Program 2: Effective Social Participation

If the foregoing comments on democracy are valid, the education of leaders in the skills of democratic social participation and initiative is of paramount interest. We believe that programs devoted to this end can be successful if carried out within the framework of experienced organizations--such as social welfare agencies, Parent-Teacher Associations, service clubs, women's clubs, YM and YWCA's and the like, working with carefully selected personnel. Again such programs to be constructive must be conducted on a small "tailor-made" basis.

Project: Exchanges to assist citizens active in social affairs in underdeveloped countries to participate more effectively in the life of their nations (This is to be submitted later)

Budget $150,000

Area 11 - Democracy - Program Recapitulation

1. Exchanges to open up relations with countries cut off from democratic ideas.....$131,000
2. Exchanges to assist in more effective citizen participation in community affairs.....150,000

Total Programs for Area 11 - Democracy $281,000

Area 111 - Economic Well Being

The Institute appreciates that an important factor in the economic well being of any nation is a well trained body of manpower, with skills ranging from simple to the most advanced technical competence. Foundations can make real contributions here, whereas capital and material assistance for economic projects must in the main come from governmental or industrial sources. The resources of American higher and technical education are available for quick action on such training programs. In addition to formal education, there are many instances where practical training in American industry, farms, and laboratories might serve to better advantage to the visitor on his return to his homeland.

The following programs have been conceived with the foregoing considerations in mind.

Program 1: Exchange of Specialized Personnel in Support of Ford Developmental Projects

As pointed out in the premises of this memorandum, IIE believes that one of the most effective ways to conduct exchange programs for economic development is in close alliance with operating projects in the field. It is hoped, therefore, that as projects take shape under the Foundation's foreign program, IIE can assist both in the planning and operational handling of outgoing and incoming personnel exchange.

In this regard, it is perhaps appropriate here to point out that there is validity in the contention that training at sub-professional levels can usually be done more economically and effectively abroad than in the U.S. This is because (1) it is easier to select one American professional capable

of making both personal and technical adaptations to a foreign country than to find a number of foreign sub-professionals capable of adaptation to this country, and (2) one American trainer can reach more sub-professionals at less cost, than the movement of those persons to the U.S., and (3) the facilities for such training are usually available even in underdeveloped countries.

Against all this, however, must be placed the fact that it is increasingly difficult to identify, and then persuade, qualified American professional trainers to take on extended foreign assignments. For this reason, some economic training programs may need to be carried on in this country.

Lastly, where foreign training programs for people at a professional level are planned, the Institute advocates the training of a working team, rather than scattered individuals. For example, a social worker, nurse and public health official working together in one place may set new standards, where individually their effect might be dissipated.

Project: Exchange of specialized personnel in support of Foundation projects for the advancement of economic well-being. (In response to requests from operating organizations of the Foundation during the year). Budget $500,000

Program 2: Improvement of Technical and Professional Competence Abroad

In addition to programs related to specific projects, the Institute also recommends the provision of essential, but more generalized, opportunities for advanced technical and specialized education for underdeveloped countries. Many of these countries do not themselves possess educational systems adequate to develop the longer-term body of technical leadership

and skills which they require.

IIE therefore feels that a series of fellowships should be established for advanced training and study in technical and specialized fields of importance to the economic and social welfare of certain underdeveloped countries. Projects in this area must obviously complement fellowship and training aid already available through other agencies. A series of such projects may, therefore, be proposed from year to year, in order to achieve long-range objectives in meeting the needs of the peoples in these areas.

Three projects are suggested for 1952.

Project: Selected young leaders from Middle and Southeast Asia for advanced training in special fields — Budget $312,000

Project: Young students from selected Latin American Republics for advanced training in special fields — Budget $ 70,000

Project: Trainees and students from Africa — Budget $ 75,000

Program 3. Improvement of Labor Organizations.

The development of technical competence intended to improve the economic well being of a country can be effective only to the extent that the country possesses also a competent and cooperative labor corps. In the contemporary world the most effective groups in organizing such a labor corps are the labor unions. The support of unions by providing international study, observation and training seems an important and relevant field of activity

to the Institute. At present no firm projects are ready for budgeting but preliminary explorations indicate the possibility of initiating in 1952 several projects in this area.

Project: Improvement in democratic labor leadership in areas where communists seek control (to be submitted later) Budget $200,000

Area III - Economic Well Being - Program Recapitulation

1.	Specialized exchanges in support of Ford Project....	$ 500,000
2.	Improvement of Technical and Professional Competence Abroad	457,000
3.	Development of Labor Leadership.....	200,000
	Total for Programs of Economic Well Being	$1,157,000

Area IV - Education

This goal, like peace, is one which reflects almost every facet of Ford objectives. It is the area with which IIE has traditionally been most closely identified, and in which a major part of its operational experience lies.

Since the Ford Foundation has established units to deal specifically with the advancement of institutional and adult education, IIE proposes to explore further its possible relation to the plans and programs of these units. The effect of foreign study on American educators, and the effect of foreign professors and students on American campuses are obvious.

Similarly, adult education programs in the U.S. can be enriched by participation of selected visitors from abroad, with consequent stimulation of interest in world affairs. In future years exchange projects directly related to the two Funds should be developed.

Program 1: Exchange of Scholarly and Scientific Persons in Support of Ford Foundation Educational Programs

The potentialities in this field are suggested by the work which the Ford Foundation is currently formulating in the Near East, India, Pakistan, and the Philippines, as well as by the existence of the Columbia University-Free University of Berlin exchange project, already assigned to the Institute. It seems wise to provide for development of Institute obligations in relation to this program during coming years to parallel the development anticipated by the Foundation. It is recommended that $150,000 be reserved for use as follows:

Projects: Columbia-Free University exchange of professors,	Budget	$64,500
Other projects to be submitted later	Budget	$85,500

Program 2: Enrichment of Culture

The internationalism of the arts is a well established fact. They provide an important asset not only for promoting international communication between peoples of different nations through music, drama, dance, and writing, but also facilitate the denial of the negative opinions concerning American cultural achievements, which are almost universally held abroad. Definite steps must be taken to counteract the erroneous concepts in other countries that the United States has purely a mechanistic civilization in which the arts play little or no part.

In this field Congressional and other restrictions severely limit governmental participation, and so it is urgent that private agencies provide the necessary stimulus.

The Institute recommends that the sum of $250,000 be ear-marked for special exchanges to enrich world culture and to enlarge the measure of cultural understanding among peoples. Projects in this field will be submitted during the year by IIE and other organizations. One in particular is listed now.

Project: International Arts Program, 1953
(in draft stage, to be submitted jointly for sponsorship with the Rockefeller Foundation)

Budget (for Ford Foundation) $50,000

Other projects to be submitted later

Budget $200,000

Program 3: Improvement of Scholarly and Scientific Work through Exchange of Professors

The internationalism of science and scholarship, like that of art, is well established, and provides an important tool for promoting educational

exchanges. It can also be made to advance the growth of technical competence of scientists, engineers, educators, and scholars in various other fields. In this regard, assistance is needed to bring a limited number of professors from underdeveloped countries, as part of the program to create an effective body of technical and specialized leadership and skills in such areas.

Project: Bringing to the United States selected lecturers and professors from underdeveloped areas Budget $100,000

Program 4: Teaching English Abroad

One of the common criticisms of U.S. foreign aid is that it assists men's bodies, but does little for their minds. Yet "the battle for men's minds" is too frequently suspect as propaganda and cultural imperialism, especially if programs are conducted by official agencies of the U.S.Government. A program free of this stigma is possible by improving the quality of English language teaching in those countries where it is, or should be, the second language in the school system. This will help an increasing number of leaders in these countries to acquaint themselves through English language publications with the philosophy (as well as the technology) of the Western democracies, without arousing the resistances frequently felt to "selling America".

The extension of this program into fifteen or twenty underdeveloped countries would probably be desirable. Since severe limitations exist of American personnel trained in teaching English as a foreign language, however, it may be desirable for the Ford Foundation to coordinate the efforts of its educational and foreign units with those of IIE, in a long range undertaking along these lines.

An initial proposal in this field is presented:

Project: A broad program for the teaching of English in Indonesia, as presented by officials of the Republic of Indonesia.

Budget: $200,000

Program S: Support of Foreign Students and Leaders in the U.S.

Several comments in this document have already stressed the importance which the Institute places on the need for high quality programs for foreign visitors in the U.S. The several regional offices of IIE can contribute much to improvement in program operation, but unfortunately, the values of high standards are often overlooked by other organizations, whose excellent intentions do not extend beyong providing inadequate funds and facilities. The Institute is strongly convinced that one of the important services it can render is to help students and leaders coming to the U.S. make a better initial adjustment to their new environment. Another pressing need is the provision of funds to enable the occasional foreign student to surmount an unforeseen emergency. Several projects are therefore suggested, reflecting the most common and urgent needs which the Institute foresees in these general areas.

Project: Orientation courses for 200 non-government students from abroad, sponsored by IIE, to make initial adjustments to U.S. (to be submitted)

Budget: $80,000

Project: Establishment of a revolving capital fund for emergency loans to needy and deserving foreign students and leaders.

Budget: $50,000

Project: Assistance to private organizations such as the Committee on Friendly Relations,

facilitating the visits of students and leaders from abroad.

Budget: $50,000

Area IV - Education -- Program Recapitulation

1.	Exchange of scholarly and scientific personnel in support of specific Ford Foundation projects	$150,000
2.	Arts exchanges to enrich world culture	$250,000
3.	Technical and scholarly exchanges for improving leadership in underveloped areas	$100,000
4.	Teaching of English abroad	$200,000
5.	Special programs for foreign students and leaders in U.S.	$180,000
	Total for Programs in Education	$880,000

Area V - Knowledge of Human Behavior

The experiences of individuals of many nations in the course of international study or training present an unusual laboratory for the analysis of human behavior. The impact of one culture on another is clearly brought into focus. Easy generalizations about racial or religious conflicts can be subjected to careful observation. The Institute, therefore, proposes two immediate research programs in this area.

Program 1. A Catalogue of Exchange Projects and Exchangees.

Although the Institute, the Department of State and other public and private agencies have considerable data on their own projects, there is no way at present to determine the total scope of activities in his field in the United States. We need to know what organizations and what individuals are involved in the international movement of men and women to and from this country for serious educational, training and observation purposes. Such cumulative data is necessary for both public and private agencies for (1) ready identification of personnel for foreign assignments; (2) sound program planning for the future; and (3) more intelligent follow-up and evaluation. The Institute proposes, therefore, a Central Exchange Index, as an essential step in coordination of facts in this important field.

Project: Establishment of a Central Exchange Index on all persons in programs between the U. S. and foreign countries Budget $65,500

Program 2: A Study of Factors Affecting Changes in Values and Attitudes

As indicated in the premises, IIE with the Social Science Research Council is endeavoring to develop the best possible program for evaluation of

exchange programs. There have been almost no scientific investigations of whether international experiences achieve their various objectives. A series of inter-related studies is proposed to determine how individuals from five countries who have studied abroad have been affected. Intensive interviews with returned men and women will reveal the extent to which foreign study may have changed them, and the group with which they are associated.

Project: Evaluation study in six areas of the world of the effect of educational exchange (in cooperation with Carnegie Corporation, Hazen Foundation, & Rockefeller Foundation)

Budget (for Ford Foundation): $40,000

Area V - Knowledge of Human Behavior - Program Recapituation

1.	Catalogue of Exchange Projects and Exchangees	$65,500
2.	Study of Factors in Attitude change	40,000
		$105,500

APPENDIX I

TOTAL PROGRAM SUMMARY OF THE FIVE AREAS

Area I - Peace		
1. Strengthening the United Nations	$298,000	
2. Exchange of selected leaders	250,000	
3. Support of international conferences and seminars	200,000	
		$748,000
Area II - Democracy		
1. Exchanges with Yugoslavia, Spain Portugal	$131,000	
2. Exchanges for citizen participation in local affairs	150,000	
		$281,000
Area III - Economic Well Being		
1. Specialized exchanges in support of Ford Projects	$500,000	
2. Development of technical and specialized leadership abroad	457,000	
3. Development of labor leadership	200,000	
		$1,157,000
Area IV - Education		
1. Scholarly and scientific exchanges related to Foundation Projects	$150,000	
2. Arts exchange programs	250,000	
3. Exchanges to develop professional and scholarly leadership abroad	100,000	
4. Teaching of English abroad	200,000	
5. Special assistance to foreign students and leaders in the United States	180,000	
		$880,000
Area V - Knowledge of Human Behavior		
1. Central Exchange Index	$ 65,500	
2. Study of Factors in Attitude Change	40,000	
		$105,500
		$3,171,500

APPENDIX 11

BROAD CLASSIFICATION OF PROPOSED PROGRAMS

BY TYPES OF PARTICIPANTS

1. Mature Leaders		
U.N. - U.S. Journalists Project	$228,000	
Other U.N. Projects	70,000	
Leaders from Southeast Asia and Other Areas	250,000	
International Conferences and Seminars	200,000	
Development of Leadership for Democratic Participation	150,000	
Development of Labor Leadership	200,000	
Arts and Cultural Exchange Programs	250,000	
		$1,348,000
2. Young Leaders and Advanced Students		
From Spain, Portugal, Yugoslavia	$131,000	
Long-range Technical and Specialized Leadership Programs	457,000	
Other Special Services for Foreign Graduate Students	180,000	
		768,000
3. Professors and Scholars		
Development of Professional and Scholarly Leadership	$100,000	
Teaching of English Abroad	200,000	
		300,000
4. Participants in Special Ford Projects		
In Support of Technical and Economic Programs	$500,000	
"Special" Educational Programs	150,000	
		650,000
5. Participants in Research Projects	$105,500	105,500
TOTAL		$3,171,500

APPENDIX 111

ESTIMATED DIVISION OF REQUESTED FUND BY GEOGRAPHIC AREAS

Area	Approximate Allocations
1. Near and Far East	$1,600,000
2. Europe	600,000
3. Africa	450,000
4. Latin America	350,000
TOTAL	$3,000,000

Project: Central Index on Exchange of Persons | Date Received: January 6, 1952

Sponsor: Institute of International Education | Amount Requested: $65,500

Beginning Date: As soon as feasible | Classification: Research

Period for which Grant Requested: 1 Year

SUMMARY OF PROJECT

Proposal: To establish in the offices of the Institute of International Education a central index file for a cumulative census of the "population" in all public and private exchange of persons programs between the United States and foreign countries.

Objectives:
1. To provide a clear identification of all persons engaging in educational exchange between the US and foreign countries.
2. To provide the basic resource material from which evaluation studies can be made in the future.
3. To provide an official catalogue of persons for consultation by public and private organizations recruiting personnel for international assignments.
4. To provide a catalogue of persons who might cooperate in international exchange activities in various ways - advice and service to foreign persons coming to the US, service on selection committees abroad, and so on.
5. Provide basic information for groups planning and operating exchange of persons programs.

Administration: The project will be administered by the Institute of International Education in either its New York or Washington office, depending on final discussions with the other agencies involved in "depositing" and "withdrawing" information.

Procedures: The data must be collected, coded, and filed in the most accurate and flexible form possible. For the establishment of this unit, IIE proposes temporary use of a statistical research firm for the setting up of procedures, plans for the codification of data, etc. A comprehensive survey of all agencies carrying on exchange of persons activities will be made. However, six or seven major operators in the field will provide the statistically significant basis for the central exchange index. These are the Department of State, the US Office of Education, TCA, ECA, and IIE. Their cooperation has been assured from discussions which have been held with each agency. They will participate in a conference for planning detailed procedures as soon as support for this project has been assured. Both current data on persons here now and information on exchangees from former years will be sought in the proposed survey.

Background: Although the exchange of persons between the United States and other countries in recent years has been enormously increased, there is no central source of specific information as to the exact numbers involved, purpose of the exchanges, sources of financial support, country concentration, and so on. General estimates place the number at 70,000 persons per year, divided approximately as follows: 30,000 foreign students, 10,000 foreign technicians, leaders and specialists, 20,000 American students abroad for year-round or summer study, and 10,000 American educators, doctors, agricultural advisers, and teaching missionaries abroad. All of the major agencies have indicated to the Institute that a central file of information on all educational exchangees would be of substantial value for planning programs, determining policies, locating personnel through providing overall data on this field of activity.

Budget: Final administrative structure and costs for this project cannot be given until recommendations are made by the firm of consultants. However, on the basis of IIE's experience in handling the annual student census, total expenses for the first year are estimated to be approximately $65,500.

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: The Committee agreed unanimously that this project is one of great importance to the whole field of exchange of persons. Questions were raised, however, as to whether this project could better be carried out by the Institute under the administration of a joint committee of the most interested agencies. The Committee suggests further investigation re administration of the project.

The budget was considered sound for the first year of the project. The Committee recommends this as a continuing project. Costs in the second and third years of the project should be estimated at $50,000 and $40,000 respectively. Efforts should be made to assess part of the costs of the project in future years to the major agencies, particularly government, needing the information for special purposes.

Staff Recommendation: The Staff Review Committee recommends that this project be given favorable consideration by the National Board of Review with the understanding that primary administrative responsibility may be given to a joint committee of agencies concerned rather than to the Institute if further investigation warrants.

Project: International Conference on Problems of Home, School, and Community Relations

Sponsor: National Congress of Parents and Teachers

Beginning Date: Autumn, 1952

Date Received: January 2, 1952

Amount Requested: $20,000

Classification: International Conference

SUMMARY OF PROJECT

Proposal: To bring a group of delegates from up to 40 countries to the United States to meet with members of the Executive Committees of the National Congress of Parents and Teachers and the Canadian Home and School and Parent-Teacher Federation in an International Conference on problems of home, school and community relations.

Objectives: 1) To bring together people from as many countries as possible to share experience relating to the well-being of children and youth.
2) To promote the home-school, parent-teacher movement and its objectives.
3) To found an international organization to effect these objectives.

Participants: Besides the American and Canadian delegates (limited to members of the Executive Committees of each organization in order not to overweight the conference), representatives from: 1) all countries where there is organized parent-teacher activity on a national scope - India, Japan, the Philippines, Australia, New Zealand, Great Britain, Germany, New South Wales, Turkey; 2) all countries in South and Central America in which there is contact with persons interested in the parent-teacher movement; 3) other countries in the world from which have come inquiries or requests for information.

The total number presently contemplated will not exceed 40.

Program: 1) An International Conference on Problems of Home, School, and Community Relations, to include the following topics: What the parent-teacher movement is; its philosophy; its policies, procedures, and structure in all parts of the world; its objectives; its program; how the parent-teacher movement is an instrument of democracy.

It is proposed that this conference be scheduled for 5 days of formal and informal discussion.

2) Other activities contemplated: visits to schools, both rural and urban; visits to parent-teacher associations' district and state meetings; consultations in the headquarters of the National Congress of Parents and Teachers; visits to homes for meals and overnight.

This aspect of the program should cover at leastthree weeks for each delegate from abroad.

Administration: The project would be administered by the Joint Committee, composed of representatives of the National Congress of Parents and Teachers and the Canadian Home and School and Parent-Teacher Federation, which will have responsibility for planning and programming.

Budget: The Joint Committee has estimated that this project cannot be carried out for less than $25,000. The National Congress of Parents and Teachers has budgeted $5,000 for administrative and program costs, as well as for publications and exhibits. In addition to this, the PTA will assume responsibility for the expenses of the National officers attending all meetings of the Joint Committee and the Conference. Staff of the National Congress will be assigned to do preliminary work in connection with the Conference, and all essential follow-up work.

The Canadian Home and School and Parent-Teacher Federation will finance the full cost of its delegates attending the Conference.

Funds received from the Ford Foundation would be budgeted for the following items:
1) Assistance toward the travel of one authorized delegate from each of the countries participating.
2) Housing and proper maintenance for the delegates during a period of at least three weeks in the United States.
3) Interpreters where absolutely essential.

It is expected thateach delegate will be assisted in his travel on the basis of 10 cents per mile. Community participation will be used to assist in the maintenance of foreign guests, and delegates will be asked to use whatever resources are available to them to cover part of their transportation and other expenses.

Anticipated Results: 1) Enrichment of the lives of children through education and increased understanding on the part of parents and teachers.
2) A practical conception of the processes of democracy through participation of the delegates and those they influence on their return home in the parent-teacher movement.
3) A direct contribution to the cause of peace with freedom, through establishing a common bond among people of different countries through efforts for a better life for their children.

Staff Comment: This is the first international conference for which funds have been requested from the Foundation to set up a conference for a specific purpose, rather than to permit additional representation of foreign delegates to a conference, the main purpose of which is not closely related to the Foundation's objectives. It is set apart in this regard from the numerous requests received and expected broadly classified under International Conferences.

Mrs. Hayes, the President of the National Congress of Parents and Teachers, called at the Institute soon after submitting her original request to the Foundation. At that time members of the Staff Review Division suggested various modifications and clarifications of the project, which have been incorporated in the present draft.

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: The Staff Review Committee is, in general, favorable toward this project, believing that the National Congress of Parents and Teachers is one of the most important democratic organizations in the United States and that similar organizations in other countries would materially assist in the development of social democracy in them.

The Committee, however, again refers the project to the Project Review Staff to obtain further specific information re the countries to be included, and their representatives, and more detailed information re program and administration.

Staff Recommendation: The Staff Review Committee recommends that the National Board of Review give provisional favorable consideration to this project, with final decision to be determined on the basis of the further information to be obtained by the Staff and evaluated by the Staff Review Committee.

INSTITUTE OF INTERNATIONAL EDUCATION

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Continental Oil Company
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Millicent C. McIntosh, President
Barnard College
Columbia University
New York 27, New York (UNiversity 5-4000)

Dr. J. Hillis Miller, President
University of Florida
Gainesville, Florida

Mrs. Maurice T. Moore — Executive
1000 Park Avenue
New York 28, New York (BUtterfield 8-3384)

	Committee Memberships
Mr. Edward R. Murrow Columbia Broadcasting System 485 Madison Avenue New York 22, New York (PLaza 5-2000)	Executive
Mr. James M. Nicely 2 Wall Street New York 5, New York (REctor 2-4000)	
Mr. Dorsey Richardson, Vice President Lehman Corporation 1 South William Street New York 4, N.Y. (BOwling Green 9-3904)	Auditing Financial Development
Dr. Leland Rex Robinson Bishop's Service 76 Beaver Street New York 5, N.Y. (DIgby 4-6764)	Nominating Auditing
Mrs. Henry P. Russell 555 Eucalyptus Drive New Place Burlingame, California (DIamond 4-2544)	
Stanley H. Ruttenberg Educational Director Congress of Industrial Organizations Jackson Place Washington, D. C.	
Mr. Eustace Seligman Sullivan & Cromwell 48 Wall Street New York, New York (HAnover 2-8100)	Executive Financial Development
Dr. George N. Shuster, President Hunter College 695 Park Avenue New York 21, N.Y. (TRafalgar 9-2100)	Executive Financial Development
Mr. Mark Starr, Educational Director International Ladies' Garment Workers Union 1710 Broadway New York 19, N.Y. (COlumbus 5-7000)	Executive
Dr. William E. Stevenson, President Oberlin College Oberlin, Ohio	
Dr. George D.Stoddard, President (Chairman) University of Illinois Urbana, Illinois	Executive

Committee Memberships

Dr. Ordway Tead
Harper & Bros.
49 East 33rd Street
New York 16, N.Y. (MUrray Hill 3-1900)

Executive
Nominating

Mr. Juan Trippe, President
Pan American World Airways
135 East 42nd Street
New York 17, N.Y. (MUrray Hill 6-7100)

BY-LAWS

of

INSTITUTE OF INTERNATIONAL EDUCATION, INC.

NEW YORK, NEW YORK

Adopted March 29, 1948

(Containing emended changes
to date - January 1953)

ARTICLE I

Members

The members of the corporation shall consist of the persons named in the Certificate of Incorporation as incorporators and trustees, together with any other person or persons elected as trustees, and their successors. The election of a person as trustee shall be likewise an admission to membership in the corporation. No one shall continue to be a member of the corporation after ceasing to be a trustee.

ARTICLE II

Trustees

Section 1. The Board of Trustees shall be composed of not more than 50 members or less than 5 members, the number being fixed from time to time by resolution of the members adopted at an annual meeting, or any adjournment thereof, or any meeting held in lieu of an annual meeting.

The Trustees shall be at all times divided into three classes equal numerically as nearly as may be, so arranged that the terms of the respective classes shall expire at the annual meetings in successive years. At each annual meeting of the corporation or in default of election at such meeting then at any adjournment thereof, or at any meeting duly called for that purpose. The successors of these trustees whose terms then expire shall be elected by the members by ballot for a term of three years provided that nominations for trustees have been made by the Nominating Committee prior to the meeting.

Section 2. Every trustee shall continue in office until his successor shall have been elected and qualified or until he shall cease to be a trustee through death or resignation. In case any trustee shall by death, resignation or otherwise cease to be a trustee during his term, his successor may be elected by ballot to serve for the remainder of the term at any meeting of the members of the corporation or of the Board of Trustees held prior to May 1, 1948, or held after a meeting of the Nominating Committee held for the purpose of considering a nomination for a trustee to fill such vacancy. In case of any increase in the number of trustees, the additional trustees shall be elected by the members at the first annual meeting held after such increase or at a special meeting called for the purpose, or at any meeting of the Board of Trustees; provided that nominations for such additional trustees have been made by the Nominating Committee prior to the meeting, except that such nominations shall not be required in connection with any meeting held prior to May 1, 1948. After October 1, 1948, no person who shall have reached the age of 65 years shall be eligible for election or reelection as a member of the corporation or of the Board of Trustees, unless declared eligible at any annual meeting of members for a term of not more than one year.

Section 3. Any trustee may be removed, either with or without cause, at any time, by the affirmative vote of a majority of the members or of the trustees, at a special meeting of the members or of the trustees called for the purpose; and the vacancy in the Board caused by any such removal may be filled by the members or the trustees at any meeting held after a meeting of the Nominating Committee held for the purpose of considering a nomination for a trustee to fill such vacancy.

Section 4. Any trustee may resign by a notice in writing to the President or Secretary.

ARTICLE III

Corporate Action

Every meeting of the persons who are from time to time both the members and the trustees of the corporation at which there is a quorum shall be deemed to be and shall be a meeting of the corporation and of the Board of Trustees, and any action taken at such meeting shall be deemed to be and shall be the action of the members and/or of the Board of Trustees in so far as such action by both or either of such bodies is authorized by law. Action taken at such meetings, in the capacity of members or trustees, shall be recorded in one set of minutes, which need not distinguish between the different capacities in which action is taken. Any notice or waiver of notice of a meeting of members or trustees shall be deemed to be and shall be a notice or waiver respectively of a meeting in both capacities. Whenever the word "meeting" is used in these by-laws, it shall be construed to mean a meeting in the double capacity of members and trustees, unless the meaning is limited by the context to a meeting in one or the other single capacity.

ARTICLE IV

Meetings

Section 1. The annual meeting of the members of the corporation shall be held on the second Monday of November in each year.

Section 2. A stated meeting of the Board of Trustees to be known as the annual meeting of the Board of Trustees shall be held on the second Monday of November in each year (immediately following the annual meeting of the members of the corporation), and two other stated meetings of the Board of Trustees shall be held on the second Monday of February and May, respectively.

Section 3. At the request of the Chairman of the Board of Trustees, the President, or any five members of the corporation or of the Board of Trustees, the Secretary shall call a meeting of the corporation or of the Board of Trustees. Not less than five days written notice shall be given of each meeting of the members of the corporation or of the Board of Trustees.

Section 4. All meetings of the members of the corporation and of the Board of Trustees shall be held at such time and place within or without the State of New York (to the extent permitted by law) as shall be determined by the Board of Trustees. In the absence of such determination, the Secretary may determine the time and place within the State of New York for such meetings.

Section 5. Any member of the corporation may by writing or telegram appoint any other member of the corporation to act as his proxy, in the capacity of member but not in the capacity of trustee, at any meeting of the corporation.

Section 6. One-third of the members of the corporation, present in person or by proxy, shall constitute a quorum for the transaction of business at meetings of the members of the corporation; but in the absence of a quorum the majority of those present in person or by proxy at the time and place set for a meeting of the members of the corporation may take an adjournment from time to time until a quorum shall be present.

Section 7. One-third of the full authorized number of members of the Board of Trustees present in person shall constitute a quorum for the transaction of business at meetings of the Board; but in the absence of a quorum a majority of those present in person at the time and place set for a meeting of the Board may take an adjournment from time to time until a quorum shall be present.

Section 8. At the annual meeting of the members of the corporation, the trustees, as required by the provisions of the Membership Corporations Law, shall present a report, verified by the President and Treasurer, or by a majority of the trustees, showing the whole amount of real and personal property owned by the corporation, where located and where and how invested, the amount and nature of the property acquired during the year immediately preceding the date of the report and the manner of acquisition thereof; the amount applied, appropriated or expended during the year immediately preceding such date, and the purposes, objects or persons to or for which such applications, appropriations or expenditures have been made; and the names and places of residence of the persons who have been admitted to membership in the corporation during such year, which report shall be filed with the records of the corporation and an abstract thereof entered in the minutes of the proceedings of the annual meeting.

ARTICLE V

Executive Committee

Section 1. Between meetings of the Board of Trustees all of its powers and duties shall be exercised and performed by an Executive Committee consisting of eleven trustees one of whom shall be the Chairman of the Board of Trustees. The Executive Committee shall be elected by ballot by the Board of Trustees at its stated meeting in November of each year, or if there shall be no election at such meeting, then at any subsequent meeting of the Board, to serve until the stated meeting of the Board in the following November, and until the election and qualification of their successors; provided that a meeting of the Nominating Committee has been held prior to the meeting of the Board to consider nominations

for members of the Executive Committee, except that such nominations shall not be required in connection with any meeting held prior to May 1, 1948. Any vacancy in the Executive Committee may be filled at any meeting of the Executive Committee or of the Board of Trustees held after a meeting of the Nominating Committee held for the purpose of considering a nomination for a member of the Executive Committee to fill such vacancy.

Section 2. Six members of the Executive Committee present in person shall constitute a quorum for the transaction of business at meetings of the Committee.

Section 3. The Chairman of the Board of Trustees shall preside at all meetings of the Executive Committee at which he is present, but in his absence the trustee designated by him as Chairman of the Executive Committee shall preside at such meetings. The Executive Committee shall make such rules and regulations as from time to time it may deem proper for its own government and for the transaction of its business, except as otherwise provided by the by-laws or directed by the Board of Trustees.

Section 4. The Executive Committee shall keep regular minutes of its actions and shall distribute these minutes promptly to the members of the Board of Trustees.

ARTICLE VI

Officers

Section 1. The officers of the corporation shall include a Chairman of the Board of Trustees, one or more Vice Chairmen of the Board of Trustees, a President, one or more Vice Presidents, a Secretary and a Treasurer. The Chairman of the Board of Trustees, the Vice

Chairmen of the Board of Trustees, and the President shall be members of the Board of Trustees.

Section 2. The Chairman of the Board of Trustees, the Vice Chairmen of the Board of Trustees, the Secretary and the Treasurer shall be elected by ballot at the stated meeting of the Board of Trustees in November of each year, or, in the absence of an election at such meeting, then at an adjournment thereof, or at any other meeting of the Board of Trustees; provided that nominations for officers have been made by the Nominating Committee prior to the meeting, except that such nominations shall not be required in connection with any meeting held prior to May 1, 1948.

Section 3. The President shall be elected by ballot at any meeting of the Board of Trustees provided that a nomination for such office has been made by the Nominating Committee prior to the meeting, except that such a nomination shall not be required in connection with any meeting held prior to May 1, 1948.

Section 4. The Board of Trustees at any meeting may elect one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as it may from time to time determine, upon nominations of the Chairman of the Board of Trustees and the President.

Section 5. The Chairman of the Board of Trustees, the Vice Chairmen of the Board of Trustees, the Secretary and the Treasurer shall hold office at the pleasure of the Board of Trustees, but in no event beyond the next following stated meeting in November of the Board of Trustees and the election and qualification of their respective successors. A vacancy in any of such offices may be filled by the Board of Trustees at any meeting held prior to May 1, 1948, or held after a meeting

of the Nominating Committee held for the purpose of considering a nomination for an officer to fill such vacancy.

Section 6. All officers other than the Chairman of the Board of Trustees, the Vice Chairmen of the Board of Trustees, the Secretary and the Treasurer shall hold office at the pleasure of the Board of Trustees.

Section 7. Any offices may be combined and held by the same person, except that the same person shall not hold more than one of the offices of Chairman of the Board of Trustees, Vice Chairman of the Board of Trustees, President and Vice President, and the same person shall not hold both the offices of Secretary and Treasurer.

Section 8. No officer or trustee shall receive any salary or other compensation from the corporation unless authorized by the concurring vote of two-thirds of the full authorized number of trustees.

Section 9. The Chairman of the Board of Trustees, the Vice Chairmen of the Board of Trustees, the Chairman of the Executive Committee and the President shall be entitled to attend all meetings of each Committee (other than the Nominating Committee) of the Corporation and to receive notice of the holding of such meetings whether or not such officers are members of such Committees. Unless, however, they are members of such Committees, they shall not be entitled to vote at meetings of such Committees and their presence or absence shall not be counted in ascertaining whether a quorum is present.

ARTICLE VII

Chairman of the Board of Trustees

The Chairman of the Board of Trustees shall be the senior officer of the corporation, and shall preside at all meetings of the members of the corporation and of the Board of Trustees at which he is

present. He shall be charged with the duty to see that the policies of the Board of Trustees are carried out and in general shall have the duties and powers of the Chairman of the Board of a business corporation.

ARTICLE VIII

Vice Chairmen

The Vice Chairmen of the Board of Trustees shall perform such duties and have such powers as may be assigned to them by the Chairman of the Board of Trustees with the approval of the Board of Trustees. In the absence or during the disability of the Chairman of the Board of Trustees, one of the Vice Chairmen of the Board of Trustees, designated by the Chairman of the Board of Trustees or by the Board of Trustees, shall have all the powers and perform all the duties of the Chairman of the Board of Trustees.

ARTICLE IX

President

The President shall be the chief administrative officer of the corporation and shall have such powers and perform such duties as may be prescribed by the Board of Trustees. Except as otherwise provided by the by-laws or by resolution of the Board of Trustees, the President shall sign for the corporation all deeds and other agreements and formal instruments authorized by the Board of Trustees or the Executive Committee.

ARTICLE X

Vice Presidents

The Vice Presidents shall perform such administrative duties as may be assigned to them by the President and shall exercise such powers

as may be authorized by the President with the approval of the Board of Trustees. In the absence or during the disability of the President, the Vice President, or if there be more than one Vice President, the Vice President designated by the President, shall, under the direction of the Board of Trustees, perform the duties of the President and exercise his powers.

ARTICLE XI

Secretary and Assistant Secretaries

Section 1. The Secretary shall keep the minutes of all meetings of the members of the corporation, of the Board of Trustees, and of the Executive Committee. He shall have custody of the corporate seal, shall notify trustees of their election, and shall perform such other duties as may be assigned to him by the Board of Trustees.

Section 2. The Assistant Secretaries shall be members of the administrative staff of the corporation and shall perform such duties as may from time to time be assigned to them by the Board of Trustees, or by the President with the advice of the Secretary.

ARTICLE XII

Treasurer and Assistant Treasurers

Section 1. The Treasurer shall have custody of the funds and securities of the corporation. He shall deposit the funds of the corporation with such depositary or depositaries as may from time to time be designated by the Board of Trustees. He shall deposit the securities of the corporation in such deposit vault or in the custody of such institution as may from time to time be designated by the Board of Trustees. He shall keep the books of account of the corporation and shall submit

such account of his acts as Treasurer and of the financial condition of the corporation as the Board of Trustees may from time to time require.

Section 2. The Assistant Treasurers shall be members of the administrative staff of the corporation and shall perform such duties as may from time to time be assigned to them by the Board of Trustees, or by the President with the advice of the Treasurer.

Section 3. The Treasurer and any Assistant Treasurer if required by the Board of Trustees, shall each give a bond for the faithful discharge of his duties in such sum as may be fixed by the Board of Trustees. The expense of such bonds shall be paid by the corporation.

ARTICLE XIII
Finance Committee

Section 1. The Board of Trustees may annually elect three or more persons (one of whom shall be the Treasurer of the corporation and one or more of whom shall be members of the Board of Trustees) to constitute a Finance Committee after nominations for members of the Finance Committee have been made by the Nominating Committee. The Finance Committee shall have and may exercise general charge of the investing and reinvesting of all funds of the corporation, the selling, purchasing and pledging of all stocks, bonds, rights, and other securities, and the making of any and all loans, and may have power to authorize the seal of the corporation to be affixed to all papers which may require it, all such action to be within such limitations with respect to principles and policies as may be laid down from time to time by the Executive Committee.

Section 2. In making investments or changes of investments, all the members of the Finance Committee shall be consulted whenever reasonably

practicable. Meetings of the Committee shall be held on the call of any member of the Committee, but the Committee shall be deemed to be in continuous session and between called meetings may act upon the concurrent vote of a majority of its members, taken by telephone or otherwise. The Committee shall elect its Chairman, who must be a trustee, and shall make such rules and regulations as from time to time it may deem proper for its own government and for the transaction of business of which it may have charge. It shall keep regular minutes of its actions, including action taken between meetings as above provided, and shall make formal report thereof to the next stated meeting of the Board of Trustees.

Section 3. The Finance Committee shall have power from time to time, as occasion arises, to authorize such person or persons as the Committee may designate to execute and deliver in behalf of the corporation proxies on stock owned by the corporation, appointing persons to represent and vote such stock at any meeting of the stockholders with full power of substitution, and to alter and rescind such appointments.

Section 4. Any one of the Chairmen of the Board, the Vice Chairmen of the Board or the Treasurer, together with any one of the President, Vice President or Assistant Treasurer, shall have authority to execute, under seal, such form of transfer and assignment as may be customary or necessary to constitute a transfer of stocks, bonds, rights or other securities standing in the name of the corporation.

Section 5. A Corporation or person transferring any such stocks or other securities, pursuant to a form of transfer or assignment so executed, shall be fully protected and shall be under no duty to inquire whether or not the Finance Committee has taken action in respect thereof.

Section 6. The Committee shall have authority in its discretion, in so far as may be proper for the safeguarding of the investments of the corporation, to participate in the reorganization of any corporation, any of the securities of which are held by this corporation, and to deposit any securities held by this corporation with such protection or reorganization committees and on such terms as the Finance Committee may deem proper.

ARTICLE XIV

Auditing Committee

There shall be an Auditing Committee of one or more persons (one or more of whom shall be members of the Board of Trustees) to be appointed annually by the Chairman of the Board of Trustees at the annual meeting of the Board with power to arrange for the annual audit of the books and accounts of the corporation; to select the independent auditors for such audit (unless the Board of Trustees shall have selected such auditors); to review the report of such auditors and to report thereon to the Chairman of the Board and to the Board of Trustees; and to have such additionalduties, subject to the provisions of these by-laws, as the Board of Trustees may from time to time determine.

ARTICLE XV

Nominating Committee

There shall be a Nominating Committee of three members of the Board of Trustees to be appointed at the annual meeting of the Board by the Board of Trustees, upon nomination of the Chairman of the Board of Trustees. No member of the Nominating Committee shall serve for more than three successive years in that capacity. It shall be the duty of

this Committee to make timely nominations for trustees, officers and members of committees (whose nominations are not otherwise provided for) to be elected at any meeting. In making nominations for trustees, the Nominating Committee shall, among other things, give due consideration to the desirability of having some trustees who will be able to represent the various geographical areas of the United States, and the cultural, educational and professional groups, institutions and foundations, and student groups in such areas.

ARTICLE XVI

Selection Committee

There shall be a national committee (one or more of whom shall be members of the Board of Trustees) to be known as the "National Selection Committee" to be chosen annually by the Board of Trustees at any meeting held after a meeting of the Nominating Committee held for the purpose of considering nominations for members of the National Selection Committee. The Chairman, who must be a member of the Board of Trustees, shall be appointed by the Board of Trustees, or in the absence of such appointment, by the Chairman of the Board of Trustees. Any member of the Committee may resign by written notice delivered to the Chairman of the Board or the Secretary of the Corporation and may be removed by the Board of Trustees at any time. The Committee shall at all times be subject to the authority of, and accountable to, the Board of Trustees. The National Selection Committee shall meet from time to time on call of its Chairman and between called meetings shall be deemed to be in continuous session and may act on the concurrent vote of one-third of its members taken in writing.

The National Selection Committee shall recommend the standards, criteria and procedures to be applicable in the screening of applicants for student grants in connection with the administration by the Institute at the request of the Board of Foreign Scholarships of the student grant program under the provision of Public Law 584-79th Congress, known as the Fulbright Act.

ARTICLE XVII

Advisory Committees to Regional Offices

There shall be an "Advisory Committee" to each of the Institute's regional offices (except the Washington and European offices which perform essentially liaison functions) to be chosen annually by the Board of Trustees at any meeting held after a meeting of the Nominating Committee. The Chairman, who must be a member of the Board of Trustees, shall be appointed by the Board of Trustees, or in the absence of such appointment, by the Chairman of the Board of Trustees.

The "Advisory Committees" to the Regional Offices should consult with the staff of each regional center in the development and operations of the Institute's field work in that area.

ARTICLE XVIII

Other Committees

Section 1. The Board of Trustees may establish and appoint such other committees as the purposes of the corporation may require, which committees shall hold office for such period, have such authority and perform such duties as the Board of Trustees, subject to the provisions of these by-laws, may from time to time determine. The Board of Trustees may confer upon any officer or committee the power to appoint the members of any such committees.

Section 2. Except as otherwise provided by the Board of Trustees, each such committee shall elect its Chairman and shall make such rules and regulations as from time to time it may deem proper for its own government.

ARTICLE XIX

Fiscal Provisions

Section 1. Beginning July 1, 1948, the fiscal year of the corporation shall be the twelve month period ending on the 30th day of June each year.

Section 2. Funds of the corporation on deposit with any bank or trust company shall be subject to withdrawal on the signature of such officers or designated officials as may be determined from time to time by resolution of the Board of Trustees.

Section 3. Securities of the corporation deposited in any safe deposit box or held by any custodian shall be subject to withdrawal by such person or persons as may be determined from time to time by resolution of the Board of Trustees.

Section 4. The books and accounts of the corporation shall be audited annually by independent auditors. The report of said audit shall be delivered to the corporation for review annually by the Auditing Committee of the Board of Trustees.

ARTICLE XX

Seal

The seal of the corporation shall be in the following form:

ARTICLE XXI

Amendments

These by-laws may be altered or amended at any duly convened meeting of the members of the corporation by the affirmative vote of a majority of all the members present provided that written notice has been sent to each member of the corporation at least ten days in advance of the meeting, stating in substance the proposed alteration or amendment, or at any duly convened meeting of the Board of Trustees by the affirmative vote of a majority of all the members of the Board of Trustees.

Project: Research on the Effects of International Education Experience

Sponsor: Institute of International Education

Beginning Date: February, 1952 (planning)

Period of Project: June, 1952 - July, 1953

Date Received: December 20, 1951

Amount Requested: $31,366.66

Other Sources of Funds: Carnegie Corporation, Rockefeller Fdn.

Classification: Research - Area V (Human Behavior)

SUMMARY OF PROJECT

Proposal: To send six trained field work teams to selected areas of the world for serious investigation of the effects of international education experience through a series of synchronized studies.

Purpose: To determine, through systematic comparisons, whether international education achieves the various ends attributed to it, or what, in fact, are the actual effects. The study will be concerned not only with the person who studies abroad but with his effect on the society to which he returns.

Factors to Be Studied: 1) Returnee's role compared to those who have not studied abroad; 2) Any culture conflict - "deculturation" - which may have taken place; 3) Effect of foreign study on returnee's attitude toward own country; 4) Motivations for study abroad (actual and rationalized); 5) Community attitudes toward the returnee; 6) Effect of study abroad upon vocational plans and personal development, and upon influence in the community; 7) Effect of the experience on the returnee's national and international attitudes.

Method: Interviewing and observation of selected individuals and communities over time and in depth. The study will focus on examples of main influence groups in the society: educators, business men, government officials, engineers, etc. The study will be restricted to a small sample in one community in an area, with the research workers in residence for a period of at least six months.

Controls will be established through matching individuals who have studied in the US 1) with colleagues who have studied in another foreign country and 2) with colleagues who have not studied abroad, for a "triplet" study, with subjects as nearly possible coming from the same background and interests in all other respects.

Each field worker will attempt to study 10 to 30 triplets.

Areas:

Philippines	- Manila	(US vs. Japanese foreign study)
Egypt	- Cairo	(US vs. French foreign study)
Mexico	- Mexico City	(US vs. French foreign study)
Nigeria	- Lagos	(US vs. UK foreign study)
Sweden	- Stockholm	(US vs. UK foreign study)
Greece	- Athens	(US vs. French foreign study)

(The Hazen Foundation is carrying out a similar study in India; the results of their study will be used comparatively with those of the six areas listed above.)

Research Personnel: Major qualification is experience and competence in cross-cultural studies. Anthropological, sociological, and psychological training would be relevant. Husband and wife teams will be sought to permit intimate interviewing of women subjects.

Procedure and Timing: Recruiting: To begin February, 1952
Pre-Departure Conference, June, 1952: 4 to 6 day conference of field workers to refine methodology and procedures and assure agreement so that the results are additive.
Field Work: July, 1952 to June, 1953 - Allowing travel time, time in which to get established, this period should permit at least 9 full months of intensive field work.
First Write-Up Phase: June and July, 1953
Post-Return Conference: Last week of July, 1953 - 2 to 4 days for comparison of results and extraction of general principles.
Completion of Mss: September 1, 1953
Publication: January, 1954 - The papers would be edited to appear as a complete issue of a reputable scientific journal or as a separate volume by a university press.

Budget:

Total Budget	$94,100
Six salaries at $10,000 for 15 months	$60,000
Salary of Administrative Assistant (IIE) 15 months	6,000
Overseas travel for 12 persons	11,600
Internal travel for 12 persons	3,000
Pre-Departure Conference ($250 per team)	1,500
Post-Return Conference ($250 per team)	1,500
Publication	4,000
Contingency Fund	3,000
General administrative expenses	3,500

Administration: The project will be administered under the direction of the Research Division of the Institute of International Education.

Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: The Staff Review Committee recommends this project to the consideration of the National Board of Review as an important step in the beginning of serious scientific evaluation of the whole field of exchange of persons. However, it is presented for discussion rather than for action at this time, since before final action on this project is taken it should be considered in conjunction with other research projects being prepared by the Social Science Research Council's Committee on Evaluation of International Exchanges, so this project may become a part of an integrated pattern of research.

It is expected, when a program of research projects is developed, that funds for all of them will be requested on a one-third sharing basis from the Ford Foundation, the Carnegie Corporation, and the Rockefeller Foundation.

The Staff Review Committee will appreciate having the National Board of Review consider in its discussion the propriety of IIE's administering a project such as this versus administration by a research organization.

Project: International Hostess Fund, G.F.W.C. | Date Received: December 13, 1951

Sponsor: General Federation of Women's Clubs | Amount Requested: $10,000

Period of Project: 1 Year | Classification: Exchange Services

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SUMMARY OF PROJECT

Proposal: The General Federation of Women's Clubs requests a grant of $10,000 from the Ford Foundation for the year 1952 to enable the Federation to continue and expand the work of its International Hostesses in receiving, entertaining and guiding foreign women visitors in the United States during their visits to the various local communities.

Objectives: A group of International Hostesses within the General Federation of Women's Clubs has been organized to enrich and deepen the informal programs of foreign women leaders who come to the United States under various programs.

Participants: Foreign: Women brought to the United States under various programs of the Department of State and the Department of Labor, others with which the General Federation of Women's Clubs has contact through its European World Cooperation Tours.
American: Individual club members who volunteer their time and effort for the entertaining of these foreign guests, arranging contacts of interest to them in their local communities, arranging hospitality in homes, taking them to nearby points of interest in their states, and so on.

Purpose of Grant: To establish a fund with which to recompense these volunteer workers for the expenditures made in arranging programs, visits, hospitality. Such a fund would make it possible for additional persons to participate in this program, and relieve the financial burden for those who are now cooperating in it.

Administration: There is no definite statement in regard to how the funds would be administered, except that the funds would be distributed from Headquarters of the General Federation of Women's Clubs.

Budget: There is no budget breakdown for the grant of $10,000.

Staff Comments: There is a certain confusion of the purpose of this grant by the members of the Federation, as evidenced by the two women who write in support of the request for a grant. It appears that Mrs. Richardson regards as a major part of her duties the taking of American groups to visit the United Nations, obtaining materials for them, and so on. This activity cannot be regarded as pertinent to the present request for a grant to assist the club women in planning hospitality and programs for foreign women.

It is suggested that the Staff Review Committee consider whether, if such activities are to be subsidized by the Foundation, major responsibility for administration of funds should be transferred to a professional organization (such as the regional offices of the Institute or the Committee on Friendly Relations) which might work in cooperation with the local volunteers.

Advice is being obtained from the Department of State and the Department of Labor in regard to the effectiveness of the GFWC in cooperating with their programs for foreign leaders.

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: The Staff Review Committee recognizes the important services to exchange of persons programs rendered by volunteer hostesses of the GFWC, among other groups. The Committee believes that in some cases, where heavy programs and entertainment responsibilities are carried by such groups, financial aid should be given. However, it would recommend that such funds normally should be carried by the project sponsor, or if not, be made available to a professional organization, as suggested above, with an over-all view of the needs of the various visiting groups, and of local community organizations and resources, rather than to the headquarters of the several women's organizations. A number of these organizations are carrying similar programs and could present requests equally valid.

Staff Recommendation: The Staff Review Committee does not recommend favorable consideration of this project to the National Board of Review.

Project: Intensive Training of YWCA Foreign Lay Leaders in the United States

Date Received: December 26, 1951

Amount Requested: $23,050

Sponsor: Foreign Division, National Board of the YWCA

Classification: Leaders

Beginning Date: May, 1952

Duration of Project: Six months

SUMMARY OF PROJECT

Proposal: To bring 8 mature, outstanding community leaders having responsible volunteer positions in the YWCA's of seven selected countries to the United States to attend the 1952 YWCA Convention and to have several months of pre-Convention orientation plus a post-Convention period of training in local YWCA's.

Purpose: To permit these women, who come from countries in which the YWCA is not so advanced as in the United States, and where women are not as accustomed to civic and social responsibility as in the US, to meet their American counterparts here, observe how volunteers work together to formulate the policies and program of the YWCA in the Convention and in the local YWCA's.

The end purpose of this training is to strengthen them for their service to YWCA's in their home countries.

Participants: The following women will be invited to participate: Miss Sylvi Visappa, Finland; Mrs. Robert Bey Khyatt, Egypt; Ba Maung Chain, Burma; Mrs. Papadapoulou, Greece; Mrs. Trinidad Alvero, Philippines; Dr. Soledad A. Florendo, Philippines; Miss Graciela Mandujano, Chile; Mrs. Mary Fiske, Liberia.

All of these women are active in their national YWCA's - as Executive Secretaries, presidents of the National Council of the YWCA, members of the Executive Committee of the World Council of YWCA's, and the like. All are volunteers, not paid staff members. They are for the most part in their forties and can be expected to exercise leadership for many years to come.

Program:

1) Careful and intensive training at YWCA headquarters before the Convention.
2) Participation in the National Convention, May, 1952.
3) Further training in local Associations under the guidance of responsible volunteers.

Administration: The project would be administered by the Foreign Division of the National Board of the YWCA.

Budget: $23,050 (total) Overseas travel for participants: $9,625; Maintenance for 6 months at $175 per month: $8,400; Travel in the US: $3,440; Administration: $1,585 (equivalent of 2 months staff member's time for training project, secretarial help, travel and incidentals)

Comments: This is one of two projects submitted by the YWCA, of somewhat different natures, and of greatly varying scope. Some questions suggested for consideration in review of this project are: Are national volunteer leaders the most valuable persons for such an exchange? (Most of them seem already to have attended World YWCA conferences.) Does the large US Convention (2000 Americans), geared to the discussion of the American situation and problems, offer the most relevant and useful type of training for foreign YWCA personnel? Will these women exert significant influence in the development of their local YWCA's beyond that which they exert now as a result of this experience? Are volunteers in YWCA's abroad the persons who are most influential in developing YWCA work, or are top-level paid staff more important? Would such a project be improved if it included both? (In line with thinking about "vertical" projects)

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: The Staff Review Committee does not believe this is a priority project for several reasons:

1. All of these women have had the experience of attending the World YWCA Convention in Beirut; many of them have had other extensive international experience in the United States or elsewhere; the added benefit of this international experience, in the judgment of the Staff Review Committee, would be negligible.

2. The Staff Review Committee doubts that attendance of a number of foreign leaders at a large US national convention tends to provide a major training or learning experience.

3. It is extremely doubtful that the women selected could come to the US for an extended period of time; the likelihood is that they could not stay for the post-convention training outlined in the project. (The women indicated here have not been approached concerning their availability for part or all of the scheduled project.)

Staff Recommendation: The Staff Review Committee does not recommend this project favorably to the National Board of Review.

INSTITUTE OF
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INCORPORATED

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European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

Memos SP

December 13, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

I am enclosing the agenda for the Executive Committee meeting on December 14 and also copies of the amendment to Article II and the International Farm Youth Project to be reviewed.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Encl.

A G E N D A

Executive Committee Meeting
of the
Board of Trustees
of the
Institute of International Education

Held at 2 West 45 Street, 3rd floor
December 14, 1951 - 12:30 p.m.

1.	Report on opening of Regional Offices and visit to Ford Foundation	K. Holland
2.	Supplementary Report on Salary Scale	K. Holland
3.	Report of Nominating Committee	O. Tead
4.	Amendment to Article II	D.J. Shank
5.	Housing Fund Campaign	K. Holland

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6. Review of Projects

Amendment to Article II, Trustees, Section 1

The Board of Trustees shall be composed of not more than 50 members or less than 5 members, the exact number to be fixed at each annual meeting.

The Trustees shall be at all times divided into three classes equal numerically as nearly as may be, so arranged that the terms of the respective classes shall expire at the annual meetings in successive years. At each annual meeting of the corporation or in default of election at such meeting then at any adjournment thereof, or at any meeting duly called for that purpose. the successors of those trustees whose terms then expire shall be elected by the members for a term of three years and the Secretary shall be authorized to cast the ballot for the Board; provided that nominations for trustees have been made by the Nominating Committee prior to the meeting.

Underlining constitutes proposed amendment.

Project: International Farm Youth Exchange — Date Rec'd: November 19, 1951

Sponsor: National 4-H Club Foundation — Amount Requested: $196,647.37

Period of Request: One year — For: An expanded IFYE program

(A grant of $70,500 was made to the National 4-H Club Foundation by the Ford Foundation for its 1951 International Farm Youth Exchange program in April, 1951.)

SUMMARY OF PROJECT

Purpose: To permit continuation and expansion of the exchange of American and rural youth. Plans for 1952 are being based on a proposed exchange of 200 rural youth leaders between the ages of 18 and 28.

Background: A grant of $70,500 was made to the National 4-H Club Foundation by the Ford Foundation in support of the program of international exchanges in the past year. The request at that time was for a two-year grant. A grant was given for only one year, with the understanding that a new request could be made at the termination of the 1951 project.

The grant has been administered by the Institute of International Education.

Report and Evaluation: Attached to this sheet is the Institute's summary report to the Ford Foundation on the 1951 International Farm Youth Exchange Project, to which the Staff Review Committee is asked to refer, as background for consideration of the request for a second grant. Although the 1951 project has not yet been completed, and final reporting on the project cannot be made until 1952, sufficient information has been given to the Institute, and relations have been close enough, to make possible careful judgment on the merits and values of the project.

Description of the Proposed 1952 Project: The project is being planned for 200 exchangees, with 100 Americans visiting other countries, and 100 foreign rural youth coming to the United States. The expansion will come largely through increasing the numbers of exchanges between the United States and Southeast Asia, the Near and Middle East, Africa and Latin America. Exchanges with countries already participating will be continued.

In the past the cost of transportation for the inbound exchangees has been borne by the country of origin, with funds coming from rural youth organizations, foreign governments and so on. In the underdeveloped countries it has been found that funds for transportation are not available. The Department of State, under its Point IV program, has agreed that funds may be made available under this program for transportation on request where local funds are not available, for up to five exchangees per country (listed on second sheet).

It is expected that forty states will participate in the program, with each state sending 5 delegates on the average. Each participating state will be asked to find farm homes for 10 foreign young people (with each foreign

visitor visiting two farms during his stay). Although the exact cost cannot be determined, it is expected that each state will contribute $600 per outbound delegate.

The project directors recognize that great attention must be paid to selection and orientation as new areas are included in the project, and there is wider variation between the culture and background of the delegates than in the earlier years when the exchanges were confined to Western Europe and the United States.

Careful plans are being made for such orientation of the outbound delegates, and in the states, for the groups who will receive incoming delegates.

Countries Included in Exchange Plans -
Point IV Latin America: Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Haiti, Mexico, Nicaragua, Panama, Peru, Uruguay, Venezuela; Near and Far East: Ceylon, Egypt, India, Israel, Lebanon, Liberia, Pakistan. (22 Countries, possible 110 exchanges)
(Ocean transportation can be paid from Point 4 funds)
Fringe Area Countries Europe: Austria, Finland, Germany, Greece, Italy, Yugoslavia; Near and Far East: Burma, Japan, Malaya, Syria, Thailand, Turkey, Vietnam. (13 countries; 65 possible exchanges)
Other Countries Being Contacted for a continuation of the exchange or a small token exchange Europe: Belgium-Luxembourg, Cyprus, Denmark, England, France, Iceland, Ireland, Netherlands, North Ireland, Norway, Portugal, Scotland, Spain, Sweden, Switzerland. Far East: Australia, Indonesia, New Zealand, Philippines, Ryukyu Islands; Africa: Algeria, Ethiopia, French Morocco, Libya, Nigeria, Tunisia, Union of South Africa; Western Hemisphere: British Guiana, Dominican Republic, French Guiana, Jamaica, Surinam, Trinidad.

This listing includes a total of 68 countries or colonial areas, with a possible 240 exchanges. It is expected that, due to problems which are bound to arise in going into new areas, a total of 200 exchanges can actually be arranged with some 45 countries.

Rural Pen Pals - The project continues the "pen pals" aspect of the project, to spread the influence of the International Farm Youth Exchange Program beyond those who can actually participate in an exchange, and extend contacts between American farm youth and the farm youth of other countries.

Evaluation - Investigation by the sponsors of the project has shown that little has been done in the evaluation of exchange projects. In the current project they include in the budget a request for funds to provide for a serious evaluation of the emotional and psychological impact of this type of exchange on the participants. It will include exchangees from the beginning of the IFYE in 1948.

Budget -

A.	For 100 Outbound Exchangees	$205,825
B.	For 100 Inbound Exchangees	54,690
C.	Staff and Office Expenses	31,050
D.	Evaluation of IFYE Project	10,000
E.	Special Training Meeting for State Placement Officers	4,000
		$305,565
	Plus 5 o/o set aside for National 4H Club Foundation	16,082.37
		$321,647.37
	Estimated total cash receipts (including Ford Foundation)	$321,647.37
	Estimated additional contributions to the project (these to be distributed at the source)	167,500
	Estimated Grand Total Receipts	$489,147.37

(The Request to the Ford Foundation amounts to approximately 37 o/o of the grand total)

Staff Review Committee Meeting: Kenneth Holland, Donald Shank, John Wilson, Pearl Purcell, Charles Weitz, Vandi Haygood

Date: November 24, 1951

Staff Evaluation: The Staff Committee was generally favorable to renewing a grant to this project. Several questions were raised for investigation before the project was presented to the National Board of Review: 1) Should the Ford Foundation increase the size of its grant in the amount requested, or is the planned expansion too great? Does the National 4H Club think of this in the nature of a permanent commitment of the Ford Foundation? Would they request a still larger grant for additional expansion next year, and in following years? 2) Will this project always have to be in part Foundation-supported? 3) Would it be possible or desirable to obtain part of the funds from the Department of Agriculture? 4) What evidence is there concerning the impact of this project on the foreigners who come to the United States or who receive American farm youth? 5) How many will be brought or sent to each country - will the number vary according to the size and importance of the country? 6) Should Ford Foundation funds be used to carry on the exchanges with Europe, or be limited to new countries? 7) What are specific plans for the evaluation of the program? 8) What is the 5 per cent set-aside for the National 4H Club Foundation in the budget?

In general there is strong belief that the program is well-administered and is achieving its objectives, and that support for it should be continued. The major question is whether a grant of almost $200,000 is justified for the coming year.

- -

Report from the Project Review Staff: On December 12 Mr. Edward Aiton, Director of the National 4H Club Foundation came in to the Institute at our request for a discussion of the questions raised above. He met with John Hollister and Vandi Haygood for a thorough discussion of the 1952 proposal.

They wish to make a summary report on the major points covered as follows:

1) Ability of the International Farm Youth Exchange Project to carry out the proposed expansion. At a recent meeting of the representatives of the 35 states cooperating in this project, a guarantee was made that the states would contribute funds to enable 100 Americans to go abroad, and that each of the participating states would accept an average of 10 foreign rural youth (each foreign exchangee visits two states). Mr. Aiton is confident that the goal can be met in the United States. Insofar as expansion of participation from abroad is concerned, interest in supporting the project has been indicated to date from 44 countries, 22 of these being new. Further, if all of the proposed expansion is not carried out, the funds contributed by the Ford Foundation would be returnable on the established pro-rata basis.

2) Future Ford Foundation participation and availability of other funds. While it is clearly understood that in making a second grant the Ford Foundation is not making a permanent commitment, the National 4H Club Foundation will plan to make annual requests to the Foundation. They do not expect to expand the project further, believing that 200 total exchangees are about the optimum number, in terms of the contribution which can be expected from the states, careful selection and placement, and results in terms of outreach to rural groups here and abroad.

Though small increases in funds from other sources can be expected, Mr. Aiton doubts that the project will ever be entirely self-supporting without Foundation help. He reports that there is little chance of receiving funds from the Department of Agriculture, since the funds for the exchange programs which they administer come from other sources - Department of State, etc., and they have no money for exchange programs in their own budget.

3) Impact Abroad. They can present little in the way of documentary material beyond what is in IIE hands. They feel that this has been the weakest point in the program, so far as information about results is concerned. They plan to change the administrative pattern for the orientation and placement of the foreign exchangees in the coming year, so that they can get better reports from the foreign visitors, and will ask for reports by the Cultural Attaches on the impact of the Americans in farm communities abroad. While they feel that the project has been successful they cannot document the impact of the program in the way that it can be demonstrated for this country.

4) Numbers to be brought from the various countries. Although an average figure of five from each country was given in the proposal, Mr. Aiton reports that the numbers actually brought from each country may vary from 10 to 2, depending on the importance of the country, the interest in the program and so on. They will encourage larger numbers from the more important new countries in the program, and will restrict the numbers coming from Western Europe to two or three per country. However, they feel that it would be unwise to discontinue the exchanges in this area, from a public relations point of view. These countries are much interested in continuing to participate in the program. It would be impossible to pick countries in the program to which the Ford Foundation would contribute in the exchange and eliminate others, as the program is set up.

5) Evaluation. Efforts are being made to obtain the soundest, most professional evaluation of the program possible. They plan either to farm out the evaluation study to some agency such as the Institute, or to hire someone from outside their own staff to do the evaluation. They are at present following leads to persons who have made evaluation studies of exchange programs who might be available, seeking advice from the Social Science Research Council, and from other organizations who have made evaluation studies. (It was suggested that Mr. Aiton get in touch with Cora Du Bois for further advice on procedure.)

6) The 5 per cent set-aside to the National 4H Club Foundation. Mr. Aiton reported that this set-aside is used to pay a part of his salary and that of his secretary, for office expenses on a pro-rata basis, for a contingency fund. This is necessary since all of the 4H Club Foundation's funds are earmarked for specific purposes, with only this type of percentage of grants to cover general expenses. The Foundation cannot accept any grant without this provision.

Possibilities for cutting the program were discussed with Mr. Aiton. He put forth strong arguments for the importance of maintaining the project at the proposed level of 200 exchanges. 1) Funds are contributed on a pro-rata basis; if the grant from the Ford Foundation is less than requested, the returns from the states will also be less - the states match Foundation funds. Further, enthusiasm in the states is great. The goal of 200 exchanges per year has been held for several years. There have been states "standing in line" to participate in the program for the past two years which have been denied the opportunity because of the lack of sufficient matching funds. 2) Other exchange programs for agricultural groups are being severely cut this year; this will be the major exchange program between the United States and other countries for rural people this year. ECA and other government agricultural programs have been drastically cut. Mr. Aiton emphasized the importance of such programs for rural youth by pointing out that in many countries in which the exchange will operate the agricultural population is 60, 70, or even 80 per cent of the total population.

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Memo: SP

December 11, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

I am enclosing copies of projects currently being reviewed for the Ford Foundation, as listed below, for discussion at the Executive Committee meeting on Friday.

1. American Field Service Project
2. American Friends Service Committee Project
3. American Woman's Association Project
4. Institute of World Affairs Project
5. Jewish Labor Committee Project

Further details concerning these projects will be worked out by the staff before a final report to the Ford Foundation. However, it is felt that they are ready for consideration and action by the National Board of Review at this point.

I hope that you will find time to consider these projects before this meeting.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Project: American Field Service International Scholarships

Code No: Ford-NY 1111

Date Received: November 20, 1951

Sponsor: American Field Service

Amount Requested: $150,000

Period of Request: 1952-53 Fiscal Year

Classification: High School Exchange

Beginning Date: Summer, 1952

SUMMARY OF PROJECT

Proposal: To bring up to 500 outstanding foreign students of high school age to this country for a year of study, community living and travel.

Purpose: To provide young people, whose records mark them as future leaders in their own lands, the opportunity to learn from personal experience what the U.S. is really like, and to create, through this experience, an understanding of American democracy and a friendship for the American people.

Program: Through cooperation with private preparatory schools, public high schools and colleges throughout the United States, the students attend school and live on a campus or with private families. They participate in a broad program of home and community hospitality arranged through the regional chairman of the American Field Service and local hosts. During the past two years, special summer bus tours have been arranged to give these young people an opportunity to travel through several sections of the United States.

Participants: Aside from the contract with the Department of State to bring 113 students from Western Germany, there were 63 students last year from 16 countries who came under the AFSIS program. Countries represented were: Austria, Belgium, Denmark, Ecuador, Finland, France, Germany, Greece, Italy, the Netherlands, New Zealand, Norway and Sweden. Students in past years have also come from: China, Czechoslovakia, England, Estonia, Hungary, Java, Lebanon, Poland, Sumatra, Syria, and Yugoslavia.

The enlargement of the exchange from 200 to 500 would be done with the countries already participating in the program. Former field service scholarship participants would assist in recruitment and selection of the candidates abroad.

History and Background: The organization's activities over the past 36 years have centered upon several programs of international scholarships, in addition to their valuable contribution in volunteer ambulance work during the past two world wars. A small staff, headed by Mr. Stephen Galatti, handles the administration of all AFS scholarships. In addition to the program for foreign high school students, which began after World War II, the AFS has used its own funds and raised additional support to bring graduate and undergraduate students here under the American Field Service Fellowships for French Universities, Inc. (about 4-6 per year). Until the Fulbright Act came into operation it also sponsored a limited number of fellowships for American college students to study in France. This past summer it began a program for American high school students visiting former AFSIS students in France during the summer months. An expansion of the summer program was voted at the last director's meeting, and will include several other European countries.

Staff Review Committee: Kenneth Holland, John Wilson, Pearl Purcell, John Hollister, David Wodlinger, Charles Weitz, Harry Pierson, Vandi Haygood

Date: December 11, 1951

Staff Evaluation: 1. The Staff Review Committee believes, on the basis of long experience, that exchanges of more mature students are more effective than of those in their teens. Although the young students often become enthusiasts about the country which they visit, they tend to react on a very superficial basis rather than on any real understanding. Students do not make any academic gains in a practical sense, since the difference in school systems makes it impossible to substitute a year of preparatory school here for a year of study toward a secondary degree in their home countries. Since funds are limited, the Committee believes it is important to grant funds in the areas of international exchange which are most effective.

2. On the basis of long experience with the American Field Service, the Staff Committee would doubt that the AFS is administratively prepared to expand the program on any major scale. The office staff is small and not professionally trained, the Director is a business man who gives part time to the American Field Service programs.

3. The Staff Committee has doubts that the selection of students is made objectively, or that the opportunities are open to a broad group. The Institute has observed that personal qualities and good family background are considered of greater importance than scholastic ability. Personal recommendation by former American Field Service members are given great weight in the selection, so that only very limited groups of students are given consideration in the competition.

Staff Recommendation: The Staff Review Committee does not recommend this project to the favorable consideration of the National Board of Review.

Project: International Seminars

Code No: Ford NY-1112

Sponsor: American Friends Service Committee

Date Rec'd: November 21, 1951

Beginning Date: Summer, 1952

Amount Requested: $270,000 for three years ($70,000 1st year)

Period of Request: Three years

Classification: Summer Seminars

SUMMARY OF PROJECT

Proposal: To expand the program of international summer seminars in the United States, Europe and Asia during the next three years.

Purpose: To provide an opportunity for students from many countries to develop personal friendships and informed opinions on national and international problems through the study program and community living experience of the seminars.

Program: At each seminar, groups of thirty to thirty-five students live, work, study and play together for periods of three to seven weeks. At discussion meetings, seminars, and informal gatherings, they study international problems and learn about the cultures and conditions of the countries represented by the participants. The beliefs and practices typical of the Friends are emphasized in all aspects of corporate living, although the seminars are non-sectarian.

Participants: Students from five continents and representing over 56 nationalities have participated in the seminars each year. Selected competitively by representatives of the American Friends Service Committee, they attend seminars in the following countries: United States, Japan, India, Pakistan, Germany, France, Italy, Holland, Denmark, Switzerland.

Group leaders include professors and specialists, AFSC representatives, and local hosts. Seminar speakers represent distinguished authorities in many fields, and included last year C.E.M. Joad, Doctor Brock Chisholm, Margaret Mead and many others.

Administration: Overall policy and planning as well as the administration of the seminars in the United States is carried by a staff in the Philadelphia office. Field offices in Geneva, Tokyo, India, and Pakistan organize the programs in those countries, but are responsible to the Philadelphia office.

Budget: The total budget for 10 United States seminars, 5 in Europe and 3 in Asia would be $142,000 for one year. The Ford Foundation is requested to provide half those funds, or $70,000, and $100,000 each year for the next two years, as expenses will presumably be higher.

There is no breakdown in the budget to indicate the amount of the total spent for administrative expense, scholarships, etc.

Staff Review Committee Meeting: Kenneth Holland, John Wilson, Pearl Purcell, John Hollister, David Wodlinger, Charles Weitz, Harry Pierson, Vandi Haygood

Date: December 11, 1951

Staff Evaluation: The Staff Review Committee feels that the American Friends Service Committee seminars in the United States offer a valuable service to the limited number of students who participate, though they are not unique. There are many similar seminars offered on college campuses and by private organizations in the summer months of each year.

The Staff Committee feels that it is of great importance to improve the experiences of the foreign students who come to the United States, to see that they have a real opportunity to know and understand American live and Americans, and to develop an international perspective. The Committee believes, however, that there are other means which can better be employed to enrich the experience of foreign students on their campuses and extracurricularly, which are effective on a much larger scale and over a longer time period.

Better orientation programs open to large numbers of students, support of the National Association of Foreign Student Advisers, the Committee on Friendly Relations Among Foreign Students, IIE's regional offices, are all means of helping to ensure a better experience for large numbers of foreign students. The agencies named have all been aided in expanding their activities by the Ford Foundation. Increasing public interest in exchange programs stimulated by such organizations as those listed above are doing much to solve the major problems for foreign students in the United States.

In Europe these problems are by no means resolved, but steps have been taken by many organizations to provide students from other countries with the extra services and individual attention that will enrich their study experiences. The Staff Committee does not believe that the AFSC seminars offer a unique experience, or an important enough service to foreign students in Europe to be recommended for support, since they reach a very small number of students.

In Asia, however, much less is done in the universities or by local organizations to help the student to have a rounded experience on the personal level, and the AFSC seminars offer a unique opportunity in India, Pakistan and Japan. The Staff Review Committee recommends that a small grant be made available to the AFSC to make it possible for them to continue these seminars, on an experimental basis in

the hope that they will help to stimulate more such activities, as well as to offer a good experience to those who attend the seminars.

Staff Committee Recommendations: The Staff Committee recommends to the National Board of Review favorable consideration of a grant of $12,000 for the support of the three AFSC seminars in India, Pakistan and Japan for one year, but does not recommend a grant to the seminars in the United States and Europe.

Project: American Women's Association Exchange

Sponsor: American women's Association

Beginning Date: As soon as possible

Period of Request: Six months

Code No.: Ford - N.Y. 1106

Date Received: October 8, 1951

Amount Requested: $27,200

Other Funds: None

Classification: Leader Exchange

SUMMARY OF PROJECT

Proposal: To send six outstanding American women to Germany for a period of at least three months to make informal, broad c with German women and Women's groups.

Purpose: To help people in other countries and the United States achieve a greater understanding of each other and to strengthen the belief in and practice of democratic principles.

To work at first principally in Germany to counteract the prevalent misinformation about American women, and the United States, to combat communism, and to develop the democratic outlook in all phases of private living and public service.

Administration: The planning and administration of the project would be undertaken by the administrative staff of the American Women's Association, with advisory committees and voluntary cooperation of governmental and private agencies and groups here and in Germany.

Suggested Participants: Madame Claire de Hedervary, Isabel Alliger Mikhalenkoff, Mildred McAfee Horton, Helen Thompson, Mary Horneday, Mrs. J. Raymond Schutz.

Procedures: Stress will be given to informal group contacts, to influence the greatest number of women on a person to person basis. Through radio programs where German and American women discuss mutual problems, and discussion meetings with women's groups of all types, it is hoped to establish close contacts and mutual feelings of respect with many women's groups in Germany.

An important phase of the program will be the implementation of the relations established by the group leaders, through later bringing German women here, exchanging information and establishing permanent contacts with German wom s clubs. Publications on the results of the program will be made available in Germany and America.

Budget: Total cost is estimated at $27,200, including: Travel and Maintenance for three months for 5 women: $22,200; Administration expenses: $2000; Miscellaneous expenses: $1000; Publication expenses: $2000.

History and Background: The American Women's Association is an organization of women in the professions and business, organized in 1922, with clubs in 56 cities in this country and 27 cities abroad. It has worked to advance the interests of women in their chosen fields of endeavor and to promote civic and social interests as well as professional. It provides guidance and training for leadership among its members and has pioneered to improve the standards of women's civic as well as professional groups. It has maintained a consistent interest in international affairs, has actively backed the United Nations, and seeks to expand its services in this field with the exchange currently proposed.

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, Pearl G. Purcell, John D. Wilson, Charles Weitz, Vandi Haygood

Date: November 26

Staff Evaluation: It was unanimously agreed by the Staff Review Committee that this project does not justify a favorable report to the National Board of Review. Investigation has indicated that the organization and the women proposing the project do not have a clear idea of what they will do in Germany, or what their visit would accomplish. It is also clear that there have been as many of these "talking tours" as could possibly fill a need. Advice from informed sources shows that what is needed in Germany are individual American women going to Germany to do a definite job, in cooperation with, and at the request of, the Women's Affairs officers, rather than spontaneous visits of persons who are not well informed about the situation in Germany or equipped to do anything concrete in encouraging the development of women's organizations.

Staff Recommendation: Not recommended favorably to the National Board of Review.

Project: Institute of World Affairs, Inc.

Date Rec'd: October 25, 1951

Sponsor: Mrs. Alexander M. Hadden, President

Amount Requested: No Stated Amount ($60,000 total budget for 1952)

Beginning Date: January, 1952

Period of Request: One Year

Classification: Summer Seminar, Orientation

SUMMARY OF PROJECT

Purpose: To build deeper understanding among college students of many nations through study of the major international problems facing the world today and in the future, and to prepare gifted youth for active participation and leadership in public affairs.

Program: The four activities the Institute wishes to undertake during the next fiscal year include:

A. A summer seminar for American and foreign students at the junior and senior college level, offering six weeks of lectures by public leaders and professors as well as informal discussions on important world issues and ways to achieve international understanding. The latter aim is furthered by combining study with community work and recreational activities in which the whole group participates. The seminar is held at Twin Lakes, Conn.

B. A year round program for college-age displaced persons to prepare them for life in a new land. English language training, and orientation in the American way of life, through course work and participation in community affairs, are given to small groups of students who hold short term scholarships at the Institute's estate at Twin Lakes. The Institute of World Affairs helps to arrange scholarships in colleges and universities for some of these students after the orientation period.

C. Conferences
1. A discussion conference in Geneva, held every few years for Institute alumni and former Round Table members is planned for 1952.
2. Two week-long conferences at Twin Lakes are planned on problems in India-Pakistan and in Iran to be attended by students from those areas, American students, experts and press representatives.

D. Service to alumni groups, by sending a trained field worker to stimulate activity among Institute alumni in the major cities throughout the world, and preparation for the 1952 Geneva conference.

Participants: There have usually been about 35 student participants at the Twin Lakes Seminars each summer, half American and half from other countries all over the world. Selection is made through college, organizational or embassy recommendations.

35 fellowships are planned to aid the refugee students, principally from Europe, who will work under the Institute's auspices.

Attendance at the last seminar in Geneva included 40 students from 17 lands, and speakers representing leading international organizations, and experts in the political and international fields led group discussions. A similar group is planned for next summer.

Administration: The New York office of the Institute of World Affairs, Inc., under the personal management of Mrs. Hadden, directs and plans the activities of the various projects in Geneva and Twin Lakes. Experts in various fields are invited to advise on and lead the educational activities of the summer conferences and seminar. A small staff is retained on a year round basis at Twin Lakes to manage the estate and conduct the classes for the refugee students.

History and Background: The Institute was founded in Geneva in 1924 as the Students International Union, and a center was opened for foreign students studying in Switzerland, where round tables, discussion groups and summer seminars were held under the direction of Salvador de Madariaga and Sir Norman Angell. In 1939 the Center was closed and headquarters established in the United States. Since 1940 the educational program has been carried on at Twin Lakes, Conn., and for the past two years the seminar activities have been expanded to include the year round program for training refugee students. Conferences have been planned for Geneva on a biennial basis, with the first post-war one in 1948. The principal sources of funds in the past have been the personal contributions of Mrs. Hadden and individual supporters. The annual budgets for the last two years were $34,860.81 and $38,707.56.

Budget for 1952:

Year-round New York Office	$20,000
Winter Program, Connecticut	21,000
European Conference	5,000
Summer Seminar	8,500
India-Pakistan-Iran Conference	3,500
Promotion of National Groups	2,000
	$60,000

Comments: The conferences and seminars are well run and prove stimulating and worthwhile for the college level students who attend. The guest speakers and leaders are generally people of the highest level. However, in terms of numbers these conferences have a limited outreach and their value to the foreign and American students would seem to be entirely marginal.

The exchange features of this project are limited. The refugee students, whose training has recently become an important part of the Twin Lakes activities, will most probably become U.S. citizens instead of returning to their home countries. They are often included in the group of "foreign" students who attend the summer seminars. The American participants are not, of course, exchange students in any sense. For the genuine foreign students, the seminars offer an introduction to the U.S. if they are about to begin their studies, a valedictory if they are ready to return home after completing their studies here, which no doubt is an experience on the credit side of the ledger. However, the importance of this type of supplementary activity hardly warrants a priority compared to other projects in the international exchange field.

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, Pearl G. Purcell, John D. Wilson, Charles Weitz, Vandi Haygood

Date: November 26

Staff Evaluation: There is nothing unique about the program of the Institute of World Affairs. Further, the exchange features are slight. The Americans participating in the seminar are given an opportunity to meet foreign students in the United States. While the seminar may constitute a worthwhile activity, it is not an international exchange experience. The refugees and D.P.'s are presumably in the United States with immigration visas and it is unlikely that many of them will return to their home countries. Other groups, such as the Committee for a Free Europe, are assisting persons in this category if they expect to return to their home countries. While attendance at the summer seminars provides a pleasant experience for foreign students while they are in this country, it does not, in the judgment of the staff of the Institute, rank as a priority item. The Institute of World Affairs has long been the personal interest of Mrs. Hadden. It does not seem to be a program which shows enough in the way of results to warrant Foundation support for its continuation or expansion.

Staff Recommendation: Not recommended favorably to the National Board of Review.

Project: Jewish Labor Committee European Summer Tours

Code No: Ford-NY-110

Sponsor: Jewish Labor Committee

Date Rec'd: October 5, 1951

Beginning Date: May, 1952

Amount Requested: $80,000

Period of Project: Six weeks

Classification: Study Tours

SUMMARY OF PROJECT

Proposal: To send approximately 250 young American workers abroad next summer to visit and live with European workers for a period of approximately 5 weeks.

Purpose: To create an opportunity for seeing at first hand economic and political conditions in Europe, as well as the work of the Jewish Labor Committee overseas. Also, participants will have a chance to acquaint European workers with the American way of life, and, in discussing common problems, advance the cause of freedom and the democratic way of life.

Program: This will be an informal educational as well as recreational program. Educationally, it will include visits to factories and shops, living in workers homes, attending workers meetings, trade union sessions, and meeting leading trade union movement and government spokesmen. On the recreational side, it will include visits to places of cultural interest, entertainments, tours, etc.

Participants: All participants would be members of the trade union movement, A.F. of L. or C.I.O., the Workmen's Circle and other organizations affiliated with the Jewish Labor Committee. They would be selected on the basis of their work with union groups here, and their ability to speak effectively about their anti-communist convictions. Countries to be included are: Belgium, England, France, Switzerland, Luxembourg, Holland, Denmark, Sweden, Norway and Italy.

Administration: The project would be administered by the Jewish Labor Committee in cooperation with foreign local union groups and appropriate government agencies.

Budget: Costs of the stay abroad, including travel, board and room, recreation, etc., would be borne by the workers themselves, or by their sponsoring organizations. Request for special student rates would be made for ocean fare, but on the basis of $320 tourist rate round trip for 250 workers, the request for aid for travel funds would amount to: $80,000.

Comments: Department of State - "The project as outlined is of substantial potential value; however, the Department suggests that: the success and usefulness of the project will depend largely on securing participants as representative as possible of a cross section of American workers. Such a cross

section would have a much more beneficial impact than a group which consisted wholly or primarily of representatives of only one segment of the people in the United States. On the assumption that participants in this project would represent, insofar as possible, a cross section, the Department approves this project."

Mr. Wilson: "In general, it was felt that the project would have some value if not too expensive because the people making the trip would have roots in the countries in which they were visiting. It might also be of help to Germany in the elimination of anti-semitism. The project could not be sponsored jointly by A.F.L.-C.I.O. because if this were to be done officially it would be necessary to have others than Jewish people and this might make the project much too large." (Report after meeting with Starr and Lovestone.)

C. Weitz: "It was agreed that this was not too good because the labor movement didn't wish to have racial or religious bias, but that it was an idea potentially expandable to cover summer travel grants for workers particularly of the first and second generation to go back for observations and living with friends and families in their countries of origin." (Report after meeting with Starr and Lovestone.)

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, Pearl G. Purcell, John D. Wilson, Charles Weitz, Vandi Haygood

Date: November 26

Staff Evaluation: Officers of the Institute concurred unanimously with the comments expressed above that it would not be in the best interests of the Ford Foundation or of American labor to support a project limited to members of one religious group. Any project for exchanges of trade unionists should be broadly representative of labor as a whole for effective results.

Staff Recommendation: The Staff Review Committee does not recommend this project favorably to the National Board of Review.

Project: International Arts Project, 1952

Sponsor: Institute of International Education

Beginning Date: February, 1952

Duration of Project: 3 years

Date Received: December 7, 1951

Amount Requested: $51,842.50

For: 1952-53 Project

Total Budget: $103,685.00

Classification: Cultural Exchange - IV (Education)

SUMMARY OF PROJECT

Proposal: To bring sixty young artists to the United States over a period of three years, with each annual group of twenty spending six months studying and observing artistic developments in their field.

Objectives: To contribute to an understanding of America, especially through an insight into our cultural patterns and achievements.
To stimulate the artistic development of each artist and enable him to learn skills and techniques which would be applicable in his home country.

Participants: Twenty young professional artists, 25 to 35 years of age, will be chosen each year. One third are to come from Europe, with the other two thirds distributed among countries of the Near East, South Asia, Far East, and Latin America. Two or three related artistic fields will be represented annually; painting, sculpture and design have been selected for the 1952-53 program.

Program: The artists will arrive in October, 1952, for a program lasting up to six months. An intensive orientation, for about three weeks, will combine seminar discussions on intercultural problems, and the arts, with individual guidance and programming by members of the Advisory Committee. Visits, consultations, study, and observation, as well as the development of an individual project of their own choosing, will constitute the major portion of the artists' programs for the next four months. The group will reassemble during the final two weeks to discuss and compare experiences in the United States, meeting with representatives of the arts and area experts.

Administration: The project will be administered, as in the past, by the Special Programs Division of the Institute, with the close cooperation of the Advisory Committee, composed of outstanding experts in each art field.

Budget: The total budget for the project for 1952-53 is $103,685.00, of which equal support is requested from the Ford and Rockefeller Foundations. $82,100.00 has been estimated for the expenses of the participants, including travel outside the USA, and maintenance for six months. The remaining $21,585.00 will be used for administrative purposes and for a small contingency fund.

IIE Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: At the December meeting of the Staff Review Committee, an earlier version of the International Arts Program was presented for review. Upon the recommendation of the Committee, it was partly rewritten in order to overcome certain features of the program which weakened its total effectiveness.

Changes included: 1) Starting the program in March, 1952, to allow time for greater publicity and contact work, as well as strengthening of the foreign selection committees, 2) Limitation to one or two artistic disciplines each year to permit easier coordination of programs and greater impact of the group in the United States, 3) Extending the program to six months to give the artists needed time to assimilate new experiences before proceeding with a definite plan of work or study, 4) Bringing a third of the artists each year from Europe, where there is the greatest need to combat misconceptions about American cultural life, and 5) Allowing the Selection Committee freedom to choose the best candidates, regardless of countries or region, which would avoid this year's problem of having to take candidates from countries where suitable applications were not submitted.

Project: Leadership Training for Staff and Lay YWCA Workers from Abroad

Sponsor: Foreign Division, National Board, YWCA

Duration of Project: September, 1952-June, 1953

Date Received: November 20, 1951

Amount Requested: $268,000

Classification: Leaders - Area TV (Education)

SUMMARY OF PROJECT

Proposal: To bring 60 staff and volunteer YWCA workers from abroad to live in American communities, observe and participate in the YWCA's program, exchange views with Americans on problems fundamental to all people, and discuss how the YWCA, wherever it is, can work on these problems.

Purpose: To train YWCA personnel from abroad for leadership through "learning by doing" under a program designed to help each participant to adapt American YWCA programs to the situation in her own country.

Participants: Fifty to sixty young YWCA board and staff members, with special emphasis on including persons from the Middle East, Asia, and Africa, who will carry high leadership posts in the YWCA in their countries in the next 5 to 10 years. Selection will be made in close cooperation with the Mutual Service and Strategy Committee of the World's YWCA.
Eight American board and staff members, two from each of the US four YWCA regions would be included.

Program: 1) A two week orientation period during which visitors would get acquainted with each other and with the American scene, articulate their problems and the special areas in which they desire help. This would be an intensified study period, with well-known specialists assisting.
2) Six months in local communities to study and observe YWCA program, administration and community relationships.
3) Two months of team travel in the areas to which they are assigned for observation. Four teams will be organized, which will touch each local Association either by direct visit or at area or regional conferences. A major objective of this part of the program would be to give American YWCA members a chance to exchange ideas on practical ways of work toward international understanding.
4) Two weeks closing conference for all team members to be held in New York at headquarters for discussion, evaluation, beginning of adaptation of programs and methods to the foreign scene.

Administration: The project will be administered by the Foreign Division of the National Board, YWCA.

Budget: Travel, maintenance for foreign participants, orientation and evaluation conferences: $240,000; United States team representatives - travel, maintenance, etc.: $7,000; Administration (includes 1 professional and 1 clerical staff member): $11,000; contingent: $10,000. Total: $268,000

History and Background: In the past 4 years the US YWCA has brought 32 persons from abroad for similar training, averaging 8 per year, and is at present aiding 27 sister YWCA's abroad in the development of leadership in various ways, including the sending of American personnel abroad. Reports from former trainees show the usefulness of leadership training in the US in developing programs for foreign Associations. However, the YWCA is limited by budget considerations from expanding this program from its own resources.

The present proposal is based upon a special leadership project carried out in 1948 in which 45 foreign and 10 American YWCA leaders participated. The foreign leaders spent 3 months in the US - 1 month at a conference held at Teachers College, Columbia, and 2 months in local communities in the US observing the work of the Association in general, with emphasis on the part of the program which was each individual's responsibility in her own country.

An evaluation of this 3 month project has indicated that it was extremely valuable to the foreign participants and to the Americans who worked with them and met them. On the basis of the results of the 1948 project, the current project has been developed and improved. The time period has been lengthened, wider visitation of local YWCA's is planned to extend the effect on American Associations and scheduling includes opportunity for participation in national and regional meetings, improvements suggested by the evaluation of the 1948 project.

Staff Comments: Suggested Questions:

Should this project be considered in relationship to the smaller request currently under consideration; are they complementary? Does one offer greater possibilities in terms of method, persons involved than the other? What is the total to be allocated to YWCA projects (if any)?

In view of the action of the Ford Foundation re the YWCA Visitation project, would it be advisable to ask the YWCA to indicate more specifically the areas and persons to be included in this project? On what basis the selection will be made, etc.?

Is this project too large (1) in terms of the YWCA Foreign Division's ability to handle? (2) in terms of the funds which have been allocated in the 1952 overall plan for projects of this type?

Staff Review Committee: Kenneth Holland, Donald J. Shank, John S. Hollister, Charles Weitz, Vandi Haygood

Date: January 14, 1952

Staff Evaluation: The Staff Review Committee takes a generally favorable position on this project if certain limitations are accepted. In accordance with action on a similar YWCA project, the Staff Review Committee recommends 1) that the project be limited to bringing leaders from carefully selected strategic and underdeveloped countries; 2) that local Association financial support be given to the project, at least to the extent of free room in local YWCA's on their visits. Since the project stresses the value to American YWCA members of association with the visitors, this degree of support should be expected; 3) that definite action be withheld until above conditions are met and until more specific information in regard to the individual participants and the countries from which they would come are received.

Staff Recommendation: The Staff Review Committee recommends this project to the National Board of Review for preliminary discussion, with final action to be taken at a later meeting.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"
European Office: 173 Boulevard Saint-Germain, Paris (VIe) France • Washington Office: 1530 P Street, N.W., Washington 5, D. C.

November 16, 1951

To: Mr. Edward R. Murrow

From: Donald J. Shank, Secretary

Subject: Annual Meeting of the Board of Trustees held on November 12, 1951 at the Biltmore Hotel

The following were not included in the documentation sent to you on November 2, and were distributed at the meeting of the Board of Trustees on November 12:

1. Comparison of Costs for Space
2. Proposed Salary Scale
3. Report of the Nominating Committee
4. Appraisal of the Field of International Exchange of Persons
5. Resolution on Harry J. Carman
6. Amendment to By-Laws -- Article II, Section 1
7. Revised Budget for 1950-51

COMPARISON OF COSTS FOR SPACE

Present Cost		
Rent	$81,804	
Light	3,300	
Total Present		$85,104
Cost 1952-53		
Building Payment	$50,000	
Light & Power	3,700	
Elevator Servicing	900	
Insurance		
Fire, etc. $430, Lia.$365, Rent Loss $215	1,000	
Water	1,000	
Heat	3,200	
Window & Office Cleaning	8,100	
Maintenance Man	2,600	
Watchman	360	
Repairs and Miscellaneous	2,000	
Total During Bldg. Payments		$72,860
Cost 1959-60	-$50,000	
Total After Bldg. Paid		$22,860

CONFIDENTIAL

November 5, 1951

PROPOSED SALARY SCALE - Effective November 1, 1951

Grade	Title	Minimum	Rates Within Grade							
I	Clerk IV Office Boy	1,820	1,950	2,080	2,210	2,340	2,470			
II	Clerk III Clerk-typist Machine Operator Handy Man	2,080	2,210	2,340	2,470	2,600	2,730			
III	Maintenance Man Phone Operator Receptionist Clerk II	2,340	2,470	2,600	2,730	2,860	2,990			
IV	Secretary II Bookkeeper-Paymaster Assistant II Clerk I Cashier	2,600	2,730	2,860	2,990	3,120	3,250	3,380		
V	Unit Head III Senior Bookkeeper Secretary I Assistant I Associate	2,800	2,930	3,060	3,190	3,320	3,450	3,580		
VI	Unit Head II Admin. Ass't	3,400	3,530	3,660	3,790	3,920	4,050	4,180	4,310	
VII	Unit Head I Ass't Director II	3,800	3,930	4,060	4,190	4,320	4,450	4,580	4,710	

	Rate	Time
	$130 12 mon.	6 yrs. to maximum
	$130 12 mon.	6 yrs. to maximum
	$130 12 mon.	6 yrs. to maximum
	$130 12 mon.	7 yrs. to maximum
	$130 12 mon.	7 yrs. to maximum
	$130 12 mon.	8 yrs. to maximum
	$130 12 mon.	8 yrs. to maximum

Grade	Title
VIII	Senior Head Ass't Director
IX	Director III Executive Ass't
X	Director II
XI	Director I

CONFIDENTIAL

November 5, 1951

PROPOSED SALARY SCALE - Effective November 1, 1951

le	Minimum				Rates Within Grade					Rate	Time
d etor I	4,800	4,930	5,060	5,190	5,320	5,450	5,580	5,710	5,840	$130 12 mon.	9 yrs. to maximum
II Ass't	6,500	6,760	7,020	7,280	7,540	7,800	8,060	8,320	8,580	$260 18 mon.	13½ yrs. to maximum
I	8,500	8,760	9,020	9,280	9,540	9,800	10,060	10,320	10,580	$260 18 mon.	13½ yrs to maximum
	9,000	9,260	9,520	9,780	10,040	10,300	10,560	10,820	11,080	$260 18 mon.	13½ yrs to maximum

Proposed Cost - - - $750,457.

Salary Cost 11/2/51 - 716,068.

Difference - - . -$ 34,389.

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee submits herewith its recommendations for officers and committee assignments for 1951-52:

Signers: Sarah G. Blanding
Leland Rex Robinson
Ordway Tead, Chairman

BOARD OF TRUSTEES

To serve until November 1954:

Raymond B. Allen
Frank Altschul
Dudley B. Bonsal
Kenneth Holland
Benjamin E. Mays
Leonard McCollum
Ordway Tead
Juan Trippe

William S. Jackson
Jacob Potofsky
David Rockefeller
Eustace Seligman
George Shuster

To serve until November 1953:

Thomas E. Braniff
Milton S. Eisenhower

To serve until November 1952:

Harry J. Carman

Alternates

1. John Collyer
2. Percy Douglas
3. Walter Wheelor
4. Herman Steinkraus

OFFICERS 1951-52

Chairman	George Shuster
1st Vice Chairmah and Chairman of Executive Cte.	Mrs. Maurice T. Moore
2nd Vice Chairman	Juan Trippe
President	Kenneth Holland
Executive Vice President and Secretary	Donald J. Shank

OFFICERS 1951-52 (continued)

Vice President for Operations	John D. Wilson
Treasurer	James M. Nicely
Assistant Treasurer	John D. Wilson
Assistant Treasurer	J. Charles Haidinger
Assistant Secretary	Pearl G. Purcell

COMMITTEES 1951-52

Executive Committee

Dudley B. Bonsal
Ralph J. Bunche
Frederick S. Dunn
Kenneth Holland
Mrs. Samuel A. Lewisohn
Mrs. Maurice T. Moore
Edward R. Murrow
Eustace Seligman
George Shuster
Mark Starr
Ordway Tead

National Selection Committee

** Executive Committee
** J. Hillis Miller, Chairman
Pierre Bedard, Director, The French Institute
Elliot Bell, Publisher, Business Week Magazine
**Thomas Bergin, Chairman, Dept. of Romance Languages, Yale U.
Frank Bowles, Director, College Entrance Examination Board
Dr. Germaine Bree, French Department, Bryn Mawr College
Gordon K. Chalmers, President, Kenyon College
John Gange, Director, Woodrow Wilson School of Foreign Affairs, University of Virginia
**Albert George, Syracuse University
**Edward K. Graham, Chancellor, Women's College, University of North Carolina
Horace Gray, Dean, The Graduate School, University of Illinois
Hans Kohn, Department of Government, College of the City of New York
James Mathias, John Simon Guggenheim Memorial Foundation
W. Albert Noyes, Jr., Department of Chemistry, Rochester University
John Henry Mueller, Department of Sociology, Indiana University
John Oakes, The New York Times
Mother Eleanor M. O'Byrne, RSCJ, President, Manhattanville College
Stephen H. Stackpole, British Dominions & Colonies Fund Carnegie Corporation
**William E. Stevenson, President, Oberlin College
Phillips Talbot, Sr. Institute of Current World Affairs
Martin ten Hoor, Dean of Arts and Sciences, Alabama University
Mrs. Helen Hiett Waller, Director of Forums, Herald Tribune
Robert Weaver, John Hay Whitney Foundation
Roscoe West, President, New Jersey State Teachers College

National Selection Committee-Consulting Members

Carl Blegen, Dean, University of Cincinnati
W. Norman Brown, Chairman, South Asia Regional Studies
University of Pennsylvania
Paul Cressey, Department of Sociology, Wheaton College
Norman Cousins, Editor-in-Chief, Saturday Review of Literature
Worth Howard, Dean, American University in Cairo

Advisory Committees to Regional Offices

Mid-West Office	George D. Stoddard, Chairman
Rocky Mountain Office	William S. Jackson, Chairman
West Coast Office	Mrs. Henry P. Russell, Chairman

Nominating Committee

Sarah G. Blanding
Leland Rex Robinson
Ordway Tead, Chairman

Auditing Committee

Everett Case
Lindsay Bradford
Dorsey Richardson, Chairman

Attachment to minutes of June 13

APPRAISAL OF THE FIELD OF INTERNATIONAL EXCHANGE OF PERSONS

The Ford Foundation has asked the Institute to develop over-all recommendations for using several million dollars a year in exchange of persons programs.

The following summary is predicated upon a base of $2,500,000 and the movement of over 1,000 persons per annum.

	Total Annual Grants	Persons
Leaders	750,000	250
Specialized Persons	200,000	100
Missions	300,000	40
Graduate Students	500,000	300
Scholars	200,000	50
	$1,950,000	740
Undergraduate	100,000	75
International Conferences	100,000	100
Summer Projects	100,000	100
Orientation	100,000	
Emergency Aid	100,000	200
Research	50,000	
	$2,500,000	1,215

November 9, 1951

AMENDMENT TO BY-LAWS

Amendment to Article II, Trustees, Section 1

The Board of Trustees shall be composed of not more than 50 members or less than 5 members. The trustees shall be at all times divided into three classes equal numerically as nearly as may be, so arranged that the terms of the respective classes shall expire at the annual meetings in successive years. At each annual meeting of the corporation or in default of election at such meeting then at any adjournment thereof, or at any meeting duly called for that purpose, the successors of those trustees whose terms then expire shall be elected by the members by ballot for a term of three years; provided that nominations for trustees have been made by the Nominating Committee prior to the meeting.

Underlining constitutes proposed amendment.

November 9, 1951

RESOLUTION ON HARRY J. CARMAN

At the meeting of the Board of Trustees on November 13,1950 the following amendment to the By-Laws was adopted:

> "After October 1, 1948, no person who shall have reached the age of 65 years shall be eligible for election or re-election as a member of the Corporation or of the Board of Trustees, unless declared eligible at any annual meeting of members for a term of not more than one year."

(Underlining constitutes proposed amendment)

In view of the outstanding contribution made by Dr. Harry J. Carman to the work of the Institute and as Chairman of its Board of Trustees it is recommended that the following resolution be adopted:

> RESOLVED, that Harry J. Carman is declared eligible for a term not exceeding one year.

Attachment to minutes of May 14, 1951

INCOME

General	1950-1951 Revised Budget 2/26/51	1951-1952 Budget Presented 6/6/51
Carnegie Corporation	$ 150,000	$ 150,000
Rockefeller Foundation	50,000	50,000
Ford Foundation General Grant		330,000
Ford Foundation Project Administration		15,000
New Foundations	75,000	75,000
Corporations	5,000	5,000
Universities and Colleges	17,000	20,000
Individuals	10,000	10,000
Income from Investments	8,000	10,000
	$ 315,000	$ 665,000
Special Projects		
American Field Service	$ 1,000	$ 1,000
IRSIA (Belgium)	750	600
British Summer Schools 1949-1950	4,670	4,000
SENAI (Brazil)	1,000	1,000
Turkish Sugar Refineries	1,400	1,080
Insurance	2,500	2,500
National Education Association	5,000	
Palestinian - Arab Loan Fund	900	
UNESCO Fellowships	1,200	10,000
Miscellaneous	1,000	1,000
Korean Government	1,560	
Esso Scholarship	600	1,050
AACTE	900	
Rockefeller Foundation		
Artists Exchange Program	2,000	8,000
Insurance Premiums (Prior Years)	50	
Associacion Nacional de Industriales	200	
Atlantique	200	1,800
African Program		
Carnegie	12,000	12,000
Phelps Stokes	500	500
ACE - Austrian Leaders	500	
	$ 37,930	$ 44,530
Publications		
News Bulletin	$ 4,500	$ 4,500
Application Forms and Publications	600	4,700
Sales - "Meet the USA"	500	3,000
	$ 5,600	$ 12,200
U. S. Government Contracts		
OEA Latin American (Placement)	$ 12,144	$ 12,144
OEA Latin American (Supervision, Counsel & Guidance)	4,232	4,232
State Fulbright	109,120	110,000
State Eastern Hemisphere	304,724	272,590
Army Student - 130 (49-50)	4,700	
Army Student - 134 (50-51)	60,175	920
Army Student - 172 (51-52)		46,000
Army Student - 173 (51-52)		4,784
Army Leaders - 125-133-144	50,000	5,000
ECA British Engineers	10,500	7,000
Army Teachers to Japan	10,000	4,000
State Department - Finland		5,150
	$ 565,595	$ 471,820
	$ 924,125	$1,193,550

EXPENDITURES

	1950-1951 Revised Budget 2/26/51	1951-1952 Budget Presented 6/6/51
Salaries	$ 670,000	$ 820,000
Annuities	12,000	14,760
Staff Health Insurance	2,000	2,500
Professional Service	2,000	2,500
Rent	59,000	83,000
Light	2,700	3,300
Stationery & Office Supplies	19,000	22,590
Furniture & Fixtures	25,000	32,000
Insurance	1,500	1,800
Miscellaneous Office Expense	8,000	9,800
Postage	18,000	22,000
Telephone	20,000	23,000
Telegrams & Cables	11,000	13,000
Printing & Multigraphing	32,000	40,000
News Bulletin	12,500	12,500
Books & Magazines	1,000	1,200
Memberships and Contributions	1,000	1,600
Travel	18,000	20,000
Entertainment	3,500	4,000
Contingencies	5,925	64,000
	$ 924,125	$ 1,193,550

October 17, 1951

Dear Ken:

This is merely a quick note on the eve of my departure for Europe to tell you that I have today sent off the letter you suggested to Willard Hayden.

I shall be back about the 1st of November and will be glad to see him with you.

As ever yours,

Mr. Kenneth Holland
Institute of International Education
2 West 45th Street
New York 19, New York

8 Correspondence

October 17, 1951

Dear Mr. Hayden:

I am writing to ask for an appointment to talk with you in the near future about a project which I believe is of considerable importance to young people here and abroad.

It is my feeling that a major contribution can be made to world understanding through the 4,000 young Americans and carefully selected foreign persons now handled each year by the Institute of International Education here in New York. I know from close personal acquaintance with the Institute that it needs more adequate facilities for selecting, receiving, and giving hospitality to these promising young leaders of this and other countries.

I would be happy to discuss this with you in New York or Boston, whichever may be more convenient for you.

Sincerely yours,

Mr. J. Willard Hayden, President
Charles Hayden Foundation
85 Water Street
Boston, Massachusetts

cc: Mr. Kenneth Holland ✓

INSTITUTE OF
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European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

October 5, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I need your help in trying to interest the Charles Hayden Foundation of Boston in making a donation to the Szechenyi house. The Foundation has over $50,000,000 in capital, and does make grants for building with a special interest in helping young boys to greater opportunities.

OK

It may result in nothing, but at this stage I do not want to lose any chance of possible support.

Would you be willing to send a note of the kind attached to Willard Hayden on CBS or your own stationery and see him with me if he shows interest?

Yes

Sincerely yours,

Ken

Kenneth Holland

October 8, 1951

Mr. J. Willard Hayden, President
Charles Hayden Foundation
85 Water Street
Boston, Massachusetts

Dear Mr. Hayden:

I am writing to ask for an appointment to talk with you in the near future about a project which I believe is of considerable importance to young people here and abroad.

It is my feeling that a major contribution can be made to world understanding through the 4,000 young Americans and carefully selected foreign persons now handled each year by the Institute of International Education here in New York. I know from close personal acquaintance with the Institute that it needs more adequate facilities for selecting, receiving, and giving hospitality to these promising young leaders of this and other countries.

I would be happy to discuss this with you in New York or Boston, whichever may be more convenient for you.

Sincerely yours,

Edward R. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"
European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

Carroll

October 9, 1951

Yes

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

On Friday afternoon, September 28, Dudley Bonsal called to tell me that Countess Szechenyi had accepted our deposit of $50,000 and that the contract for the purchase of the building at Fifth Avenue and 67th Street had been signed by the attorneys. The title of the house is now being searched and we expect final settlement about November 1.

I am enclosing a copy of the minutes of the special meeting of the Board of Trustees on September 21. Those of you who were not present at that meeting will notice that the members present voted unanimously for the purchase of the house.

You will also notice that Leland Rex Robinson suggested and the other members of the Board approved, the recommendation that Board members could pledge their contributions toward the purchase of the house over the six year period that the Institute will be paying off the mortgage.

After considering several localities not far from New York where the November 12, 1951 meeting of the Board could be held, we have finally come to the conclusion that it would be more convenient for many of you if the meeting were held in New York City. Therefore, we have arranged for the meeting to be held at the Biltmore Hotel in Suite 119. The meeting will begin at 10:00 a.m. and last through dinner (7:30 p.m.). I hope very much that you can attend as we will need your assistance in formulating important plans for the future program of the Institute. Will you please indicate on the enclosed card whether or not you will be present.

after lunch

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Enc.

INSTITUTE OF INTERNATIONAL EDUCATION, INC.

PROXY

KNOW ALL MEN BY THESE PRESENTS, that the undersigned member of Institute of International Education, Inc. hereby constitutes and appoints Mrs. Samuel A. Lewisohn and Mr. Dudley Bonsal and each of them, the true and lawful attorneys, agents and proxies of the undersigned, with full power of substitution to each of them, for and in the name of the undersigned to vote at the stated meeting of the members of said Institute of International Education, Inc., to be held on the day of , or at any adjournment or adjournments thereof, with all powers which the undersigned would possess if personally present; hereby ratifying and confirming all that said attorneys, agents and proxies or their substitute or substitutes, or any of them may do in or about the premises by virtue hereof.

IN WITNESS WHEREOF, the undersigned has executed this instrument under seal, this day of .

_____ (L.S.)

SPECIAL MEETING OF THE BOARD OF TRUSTEES
of the
INSTITUTE OF INTERNATIONAL EDUCATION
HELD AT THE BILTMORE HOTEL, NEW YORK CITY
Friday, September 21, 1951 12:30 P.M.

The following members of the Board of Trustees were present:

Arthur S. Adams	Mrs. Sam A. Lewisohn
Frank Altschul	Leonard McCollum
Sarah G. Blanding	Mrs. Maurice T. Moore
Dudley B. Bonsal	James M. Nicely
Ralph J. Bunche	Dorsey Richardson
Erwin D. Canham	Leland Rex Robinson
Harry J. Carman	Mark Starr
Stephen P. Duggan, Jr.	Ordway Tead
Kenneth Holland	Juan Trippe

The following persons were also present:

Donald J. Shank - Secretary and Vice President
Pearl G. Purcell - Assistant Secretary
John D. Wilson (following election) Vice President

Dr. Harry J. Carman, Chairman, called the meeting to order at 12:30 P.M.

1. Nomination of Vice President

The Board went into Executive Session, at which time Mrs. Purcell and Mr. Shank withdrew from the meeting. Attached herewith is the Chairman's confidential report of the action taken in the closed session.

Following adjournment of the Executive Session, Mr. John D. Wilson was introduced to the Board as Vice President for Operations and member of the Corporation upon his election recorded heretofore.

2. Housing

Mr. Bonsal presented a report on the status of the purchase of the Szechenyi house. He spoke of the fact that the Institute had been searching for suitable quarters for more than three years and pointed out that both the officers of IIE and the members of the Board believed that the Szechenyi house would make an appropriate home for the Institute, would provide good working quarters for its staff and after a period of years, would substantially decrease rental costs. At the same time he pointed out the risks that the officers of the Institute of International Education would be taking in making such a purchase

such as a possible decrease in the volume of work or in the event of war. Regarding the latter, he felt in such an eventuality there would be a large demand for space such as the Szechenyi house.

Mr. Bonsal stated that although the contract had been drawn up and everything seemed ready for final signature, the Countess had wished to insert into the contract several clauses giving her the right, in the future, to remove fixtures at her expense with a minimum of inconvenience to the Institute. Mr. Bonsal indicated that an agreement could be reached with the Countess' attorneys and that this clause could be changed so that it would be acceptable to the Board and the officers of the Institute.

Several Board members raised questions on the costs for renovation and maintenance in the attached budget presented. They stated that from their own experiences such estimates us ually have to be doubled in order to arrive at a more realistic figure. The Board was of the unanimous opinion that the purchase of the house was a sound move but indicated that the question of the budget was a separate item and should be considered as such.

Mr. Bonsal read the following resolution:

RESOLVED, that the Institute of International Education, Inc. purchase from Gladys Szechenyi the premises known as 1 East 67th Street (857 Fifth Avenue), in the Borough of Manhattan, City, County and State of New York, at a price of Four Hundred Thousand Dollars ($400,000), of which Fifty Thousand Dollars ($50,000) is payable on the execution and delivery of the contract of purchase, Twenty-five Thousand Dollars ($25,000) on the delivery of the deed, and the remaining Three Hundred Twenty-five Thousand Dollars ($325,000) in instalments as follows: Twenty-five Thousand Dollars ($25,000) on the first day of April, 1952, and a like amount on the first days of October and April of each year thereafter until the first day of April, 1958, when the balance of Twenty-five Thousand Dollars ($25,000) shall become due and payable; said remaining Three Hundred Twenty-five Thousand Dollars ($325,000) payable in instalments as aforesaid to be evidenced by the note of this Corporation secured by a purchase money mortgage to be given by the Institute covering said premises; said note to be without interest except upon default in the making of the payment of any of the aforesaid instalments (such default having continued for ten days), interest shall accrue upon such defaulted instalment at the legal rate from the due date of such instalment to the date of final payment thereof; and further

RESOLVED, that the President or any Vice President of the Institute be and he hereby is authorized, empowered and directed to execute on behalf of the Institute the contract presented to this meeting, the note and mortgage therein referred to, and such other instruments which they may deem necessary or which may be advised by Counsel in connection with the purchase of said property.

A motion was made and seconded approving the resolution which was adopted by a written unanimous vote.

A motion was made, seconded and carried that at the November meeting of the Board of Trustees two separate budgets be presented--one on the capital investment and another on the management costs.

Mr. Robinson raised the question as to whether Board members could make contributions to the fund for the purchase of the house over the period of time during which the Institute would be paying off the mortgage. He felt that by this method some of the members of the Board who could not contribute any sizeable sum in one payment, might be able to contribute a larger sum over this longer period of time. The Board members all agreed that this was a good idea.

3. Resolution on George F. Zook

A motion was made, seconded and adopted on the following resolution:

RESOLVED, that the Board of Trustees of the Institute of International Education note with deep regret the untimely death on August 17, 1951 of George F. Zook, the distinguished President Emeritus of the American Council on Education, and formerly a loyal member of the Board of Trustees of the Institute.

Dr. Zook's outstanding record as President of a sister organization with which the Institute has worked closely for more than 30 years gave us strong ties of friendship. His great contributions to the inclusion of education in the Charter of the United Nations, and his later work with the United Nations Educational, Scientific and Cultural Organization assure him of a lasting place in the memories of all who are concerned with the development of international understanding. To his family and to the Board of the American Council on Education we send our regrets.

4. Bank authorities for regional offices.

A motion was made, seconded and adopted on the following resolution:

RESOLVED, that authority be granted to the officers of the Institute to open a bank account or bank accounts, for student or operating funds, in each city where a regional office of the Institute is located and that the signature of appropriate officers of the New York office appear in each account for control purposes; and that authority be granted to the Director of each regional office and the appropriate assistant in each office for single signature account to conduct the business of their respective offices.

5. Adjournment

The meeting adjourned at 2:30 P.M.

Respectfully submitted,

Donald J. Shank
Secretary

CONFIDENTIAL

Minutes of
the Executive Session
of the
Special Meeting of the Board of Trustees
of the
INSTITUTE OF INTERNATIONAL EDUCATION
Held at the Biltmore Hotel, New York City
September 21, 1951 at 12:30 P.M.

The Chairman, Dr. Carman, declared the meeting in Executive Session for the consideration of John D. Wilson as Vice President for Operations. Dr. Tead presented the report of the Nominating Committee recommending approval of the appointment of John D. Wilson as Vice President for Operations at a salary of $14,500.00 per annum. Dr. Tead reviewed Mr. Wilson's background and experience as covered in the attached statement.

On motion duly made and seconded, Mr. Wilson was unanimously elected to serve as Vice President for Operations of the Institute of International Education at a salary of $14,500.00 per annum. Mr. Shank was designated as Executive Vice President at his present salary.

JOHN D. WILSON has served as a senior member of the staff of the Office of Research and Development of the New York Life Insurance Company. He is a man 38 years old whose home was originally Colorado. He received his A. B. degree at the University of Colorado and holds M. A. degrees from Harvard University and Tufts College. Before the war he served for three years as an Instructor in Economics at Harvard University. He left Harvard to become Chief of the Current Business Analysis Unit of the Department of Commerce. He later served as editor of the "Survey of Current Business". During the war, as a lieutenant (j.g.) in the Navy, he served in both Europe and Africa. After the war he joined McGraw-Hill where he became editor and publisher of the McGraw-Hill American Letter, a business newsletter circulated throughout the world. In 1950 he became a senior member of the Research and Development staff of the New York Life Insurance Company.

Document #1

CONFIDENTIAL

Recapitulation on purchase of 857 Fifth Avenue

September 15, 1951 - June 30, 1952

Assets:

On hand or pledged:

Ford Foundation	$ 40,000	
Davella Mills (until Dec. 31, 1951)	35,000	
Laurence Duggan Fund	54,000	
Trustees pledges	8,500	
Budgeted rental (March 1 - June 30, 1952)	28,000	
		$165,500

Anticipated:

Foundations	$ 15,000	
Trustees	10,000	
Additional individual contributions	12,500	
		$ 37,500
		$203,000

Liabilities:

Payments to Countess:		
On signing contract	$ 24,000	
On closing	50,000	
		$ 74,000
Estimated fees attendant to closing		5,000
IIE share of taxes (Nov. 1, 1951-June 30, 1952)		9,000
Renovations:		
Construction	29,000	
Electrical equipment	10,000	
Painting	5,000	
Contingent and architectural	6,000	
Telephone installation	1,000	
		51,000
Moving expenses		6,000
Maintenance (March 1-June 30, 1952)		7,000
Rental commitments and commissions (2 West 45 St.)		20,000
Additional space needed (March 1-June 30, 1952)		1,000
Minimum		$173,000
Desirable additional expenditures:		
Renovations (additional)	$ 20,000	
Rental commitments	5,000	
Furniture and equipment	5,000	
		30,000
		$203,000

INSTITUTE OF INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"
European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

Correspondence

September 18, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

I am enclosing with this letter several exchange of persons projects on which recommendations are to be made to the Ford Foundation after review by members of the Executive Committee.

I hope very much that you will be able to remain for about an hour after the conclusion of the full Board meeting on Friday, September 21 at the Biltmore, so that we can review these projects.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Project: Cataloguing of Foreign Students in the United States 1925 - 1951

Sponsor: International Development Advisory Board (Mr. Nelson Rockefeller, Chairman)

Beginning Date: As soon as possible

Period of Request: Nine months

Code No.: Ford NY - 1106

Date Rec'd: April 26, 1951

Amount Requested: $34,125

Other Funds: None

Classification: Research

SUMMARY OF PROJECT

Proposal: To identify and catalogue as many as possible of the estimated 100,000 foreign nationals who have studied and trained in the United States in the last fifteen years.

Purpose: 1) To identify persons who can be utilized in the Technical Cooperation Administration program of technical assistance, and in other government programs, whether as employees of the United States, of the participating country concerned, or as advisers, who know the language as well as having technical skills. A shortage of such trained personnel has created problems in the administration of the technical assistance programs.

2) To use the information obtained as the basis for evaluation studies to be conducted by the Technical Cooperation Administration, the Institute of International Education, and other agencies.

Administration: The International Development Advisory Board has recommended to the Ford Foundation that the Institute of International Education undertake the preparing of such a catalogue of foreign students and trainees. The Institute has cooperated with the Board in drawing up the project and in outlining methods of procedure.

Procedures: To collect such basic data as age, sex, place and dates of study, type of program, field, present occupation, present address, for as many as possible of the foreign nationals who have received academic or practical training in the United States between 1925 - 1951. A master file will be established from such sources as the Annual Census of Foreign Students in the United States, the Institute of International Education, Foundations, International Houses, records of the Department of State, Alumni Offices of colleges and universities, corporation trainee institutes, foreign embassies in the U.S. Questionnaires will be sent to persons identified in the master file for needed current data. Material will be tabulated and results made available to interested government and private agencies.

Budget: Total cost is estimated as $34,125 - Personnel: $16,875; Office overhead and travel: $7,250; Service fees (to colleges and organizations); $4,500; Coding, mimeographing, printing; $5,500.

Staff Review Meeting Minutes
September 13, 1951

Present: Holland, Shank, Hollister, DuBois, Purcell, Haygood, Pierson, Wedlinger, Wilson Weitz

Cataloguing of Foreign Students in the United States 1925-51

The International Development Advisory Board's Administrator is still very much interested in the Catalogue, and wishes to have the Institute undertake the research.

The Department of State expressed some reservations about the project, as they feel the Institute should wait until the Ford Foundation makes its decision about an American Council on Education project which contains a section on cataloguing current foreign students. The staff committee does not thing the ACE project covers what this catalogue will find out, nor that the ACE has had enough practical experience dealing with students, and therefore we would be better qualified to do this work.

The project was approved essentially as presented with the years to be covered to be limited to the last ten. Reduction in overseas postage costs would be achieved by sending questionnaires only to students about whom basic information is not available in various U.S. Foundation and college catalogue lists.

The Ford Foundation would be informed that when the initial work has been done for this project, the Institute will, on the basis of its research, present a request for a grant to complete a detailed, long-term catalogue of all foreign students who have studied here within the last 15-25 years. This later request will also include funds to maintain an IBM card system to add yearly data on foreign students.

History and Background: The International Development Advisory Board, in its advisory capacity on policy matters arising in connection with the carrying out of the Technical Cooperation Administration program, determined that one of the major difficulties in our foreign economic development work arose from the problem of locating qualified foreign personnel in the countries in which they operate. At a meeting of the Board of January 15, 1951 it was suggested that more use should be made of students and trainees from abroad who had studied in the United States. Since no comprehensive list of such persons is available, the Board unanimously agreed that such catalogue would be useful, and Nelson Rockefeller, Chairman, was directed to request a grant from the Ford Foundation for this purpose. The IIE agreed to carry out the project if it was approved for a grant and has cooperated in working out details of the project. As first submitted, the project proposed a two year survey. As revised, in accordance with suggestions from several sources, the project is expected to be completed in six months, with a three month period for coding delayed returns, so that the information will be more immediately available. The shorter period will not allow for the detailed research planned under the earlier project, but will furnish a catalogue of names of persons available through more routine methods of inquiry. The results to be expected have been cited as valuable by members of the Board and the Technical Cooperation Administration.

Future Use of Data: The material gathered would be a quickly obtained catalogue of students and trainees, with limited, though immediate, value to the Technical Cooperation Administration, the Department of State, and other agencies. The Institute will plan, on the basis of its research for this project, to present a further request for a grant to the Ford Foundation for a detailed long-term catalogue of all foreign students and trainees in the United States over the past 25 years. This project would contain plans for obtaining various types of evaluation data, to determine whether students and trainees have been receiving the type of training most useful to them; whether they remain in the work for which they have been trained; whether foreign training has been of special benefit to them (as contrasted with completing their training at home); psychological and social effects of study and training abroad, and so on. Funds would be requested to maintain an IBM card system to add yearly data on foreign students for future regular follow-up.

It is felt that this project, therefore, should be considered a pilot project, as well as an immediately useful study for the identification of personnel and similar uses.

Project: Fellowships for the Society for Pediatric Research

Sponsor: The Society of Pediatric Research

Beginning Date: October 1, 1951

Period of Request: October 1, 1951 - September 30, 1952

Code No.: 51-206 A 120

Date Rec'd: July 18, 1951

Amount Requested: $25,000

Classification: Post-graduate research

SUMMARY OF PROJECT

Objectives: 1) to promote international improvement of child welfare by bringing physicians of good caliber for additional training into the United States and Canada, to enable them to return to their own country equipped to pass on to their colleagues and students what they have learned.
2) to encourage the Fellows to learn something of the discipline of research methodology within the limits of their training and capabilities.

Program: Every year a group of nine graduate physicians from China, The Philippines, Union of South Africa, and several of the Near East and Latin American countries are to be selected for placement in medical institutions in the United States and Canada which provide opportunities for research in each of the physician's special fields of interest. Fellowships provide $2,400 a year and round trip travel, and assure active participation in a pediatrics department and a program of individual research.

Administration: The Fellowship Committee of the Society for Pediatric Research established selection procedures, is responsible for placing each Fellow in a medical institution, and for supervising his training during the tenure of his fellowship.

History and Background: From 1947-1951 the Mead Johnson Company supported this fellowship program, bringing here 20 Fellows at an expenditure of over $75,000. A joint Committee, with representatives from the Society of Pediatric Research and the Mead Johnson Company successfully administered the program for four years. However, the Mead Johnson Company is no longer able to continue its support and the Society for Pediatric Research, considering the beneficial effects of these Fellowships, have turned to the Ford Foundation for assistance.

Comments: This is a sound program and one that has been well administered. However, in view of the considerable support given the medical field by many other foundations, the Ford Foundation has not deemed it advisable to lend aid to projects in the field of medicine. It is therefore felt that this project should not be recommended to the Ford Foundation as it does not fall within the scope of the Foundation's interests, and possesses no special feature which would warrant the Foundation's making an exception of this project.

IIE Staff Review: Kenneth Holland, Donald Shank, John Hollister, Cora DuBois, Pearl Purcell, Vandi Haygood, Harry Pierson, David Wedlinger, John Wilson, Charles Weiss.

Date: September 13, 1951

Fellowships for the Society for Pediatric Research

State Department comment: This proposal appears to be in line with the basic policies and objectives of the Department of State, as well as of several other governmental and private agencies engaged in educational exchange programs. It has been an understanding of this Department, however, that the Ford Foundation was not going to operate in the field of medicine. The Department makes "no comment" on this proposal.

For staff comments, please see paragraphs at end of summary.

Staff Recommendation: Not favorably recommended to the Board of Review for a grant.

Project: International Institute for Professional Training in the U.S.A.

Code No.: A-424

Date Rec'd: July 18, 1951

Sponsor: George Brodschi, Exec. Sec'y International Center University of Louisville

Amount Requested: a) $165,000 b) $400,000 (transportation included)

Beginning Date: Not given

Period of Request: One year periods, renewable annually

Supplementary Sources of funds: Department of State, ECA, Point 4 Program (possible travel funds)

SUMMARY OF PROJECT

Objectives: To promote better understanding of the American way of life among working people of other nations by providing training in American industry and the opportunity to live with American families.

Program: To place in American industry for further training 1000-1200 technical and industrial workers from different foreign countries, such as garage mechanics, factory workers, technical repair men, laboratory technicians, and sanitary inspectors. Each of the 48 states would absorb for a one year period from 20-25 trainees representing different types of industry in local plants which would grant them small living allowance fellowships.

Administration: Brodschi proposes an administration consisting of a Director, Assistant Director and a staff of 16 regional supervisors who would complete industrial placement and supervise the trainees. No specific organizations are suggested which might assist in the administration of the program. Methods for selection of the grantees abroad, or for orientation, travel and community programs in this country have not yet been formulated.

History and Background: George Brodschi, Executive Secretary of the International Center at Louisville, Kentucky, has had some experience in placing 10 foreign trainees in the Lousiville area for a summer work-project this year, under the auspices of the Center. He is also Foreign student and Fulbright Program Adviser at the University of Louisville, and is familiar with the administration of the Seagram International Fellowships. The current project involving the movement of over 1000 persons is the personal plan of Brodschi, and does not appear to have the backing or approval of the International Center or any other organization.

Comments: To carry out this mass movement of trainees would require considerable experience by the directors and supervisors, and detailed and thoughtful planning in all phases of the operation. Mr. Brodschi's emphasis seems to be on quantity, but the importance of careful

selection, the necessity for considerable ground work with business firms and community organizations in order to place to many persons, and the many problems each supervisor will have are only vaguely thought out.

The Institute's Specialized Personnel Division has found that an experienced staff member working on a similar trainee program can handle the placement and supervision of only about 25 persons. This is apart from the work of selection, which is an established procedure at the Institute, handled through the Committees on Study and Training in the U.S. Therefore, Brodschi's personnel estimates are far too low, and a staff at least twice the size of the suggested one might be needed for this project.

This month a letter was received from Mr. Brodschi outlining a revision of his project, limiting it to 20 persons to be placed in the State of Kentucky and supervised by the International Center at Louisville. The cost of this plan, including transportation, would be $15,000.

IIE Staff Review: Kenneth Holland, Donald Shank, John Hollister, Cora DuBois, Pearl Purcell, Vandi Haygood, Harry Pierson, David Wedlinger, John Wilson, Charles Weitz.

Date: September 13, 1951

International Institute for Professional Training in the U.S.A.

State Department comments: The concept of bringing industrial trainees to this country is excellent, and is part of the program of several governmental and private agencies. The Department sees no reason why this particular proposal should be approved, in view of what is already being done in this field. It is believed that this project, as presented in your summary, fails to comply with several of the criteria by which the Department is judging such projects.

For staff comments, please see paragraphs at end of summary.

Staff Recommendation: Not favorably recommended to the Board of Review for a grant.

Project: International Exchange of Young Adults (Americans to YMCA's abroad)

Sponsor: National Council of the YMCA

Beginning Date: Not specified

Period of Project: 27 months

Code No.: Ford NY-1105b

Date Rec'd: July 18, 1951

Amount Requested: $289,071

Supplementary Sources of Funds: None

SUMMARY OF PROJECT

Proposal: To send forty-six young American men, with experience (volunteer) in some specialized YMCA program, to other countries for periods of either 15 or 27 months. The participants to act as junior assistants in the local YMCA in positions which give opportunity to work with young men and boys during their "adventure in international living".

Objective: To develop in the participants through this experience a capacity for genuine international thinking, and perhaps give them vocational direction toward enterprises of international character, including the YMCA's own World Service program. "Basically, however, the purpose of the proposal is to give a selected company of young people an experience in international living and working over an extended period."

Participants: Unmarried young men, 19 to 24, just graduated from college, who have demonstrated qualities of leadership, show evidence of good grounding in Christian outlook, and the American way of life, emotional stability intellectual alertness, reasonableness in approach to problems, and have had successful volunteer experience in one of the YMCA special programs.

Twenty-six of the men would go abroad for 15 months; 26 for 27 months.

Program: The men will be sent to countries where they can work in English or where they know the language of the country, where the YMCA is well-established and broad in its objectives, where indigenous leadership, national and local, is of superior quality, and where permanent North American leadership is present. The participants will not be given administrative responsibility or professional leadership, but will work in programs in which they can be in close contact with foreign nationals of their own age, or with boys.

Countries: Japan, Thailand, India, Pakistan, Egypt, Italy, France, Germany, the United Kingdom, Venezuela, Brazil, Uruguay, Chile, Mexico, and perhaps others. The International Committee of the National Council of the YMCA would like to send from two to four young men to each of the countries mentioned.

Budget:

For 23 men going abroad for 15 months at $3,206 each	$103,738
For 23 men going abroad for 27 months at $5,971 each	137,333
Administrative costs - salaries, office expense and travel	48,000
	$289,071

Comments: This project presents little in the way of detailed planning on which to base judgment of its effectiveness. Comparing this project with other programs for sending young American students or leaders abroad, as developed by government and private agencies, the project shows vagueness in planning and content. It would appear that results would depend largely on the individual initiative of the exchangee and the resourcefulness of the local YMCA personnel rather than on intrinsic merit of the project. The exchangees are not expected to have special preparation for a long sojourn abroad, nor would they receive any special training while they are abroad, except the somewhat informal training which working with young people from another country would produce. It seems doubtful that the results which can be expected would be worth such a large expenditure of funds.

IIE Staff Review: Kenneth Holland, Donald Shank, John Hollister, Cora DuBois, Pearl Purcell, Vandi Haygood, Harry Pierson, David Wodlinger, John Wilson, Charles Weitz.

Date: September 13, 1951

International Exchange of Adults: YMCA

Group reaction was unfavorable on the basis of not enough evidence of interest from foreign countries in the project, a vague budget, and the fact that the training would have small outreach among the participants.

The State Department makes "no comment" on this project.

Staff Recommendation: Not favorably recommended to the Board of Review for a grant.

Project: Educational Tours

Sponsor: National Council of YMCAs

Beginning Date: Not specified

Period of Request: 3 years

Project No.: Ford-NY-1105c

Date Rec'd: July 18, 1951

Amount Requested: $52,000

Classification: Short-term study tours

SUMMARY OF PROJECT

Objectives: To foster international understanding among older high school and college student groups in the U.S. through educational travel.

Program: The United States YMCAs would enlist and train people to lead small groups (12 to 25) to visit other countries, to take part in international camps and conferences, to live in homes and otherwise to enter into the lives of people in the countries to which they go. Supervision, follow-up and appraisal of the project by the National Board would be an integral part of the program. About 200 young people would be sent abroad each year.

Administration: The National Board of the YMCA would use a small staff to carry out all phases of the program, with the help of a nationwide advisory group.

History and Background: The YMCAs are organized on all continents, maintaining world headquarters in Geneva. Associations in the United States have close contacts with YMCAs in many countries and have helped to train nationals for staff leadership.

For many years between the two World Wars, the YMCA sponsored non-profit educational tours for over 1500 young people, recruiting the members through local chapters, and arranging the tours with the cooperation and help of YMCAs in other lands.

The National Council has also had experience in assembling delegations for world conferences of young people.

Comments: There are at present many organizations sponsoring study tours. Apart from those with long experience in this work like the Experiment in International Living and the Youth Hostel Association, there are groups sponsored by colleges under the direction of professors with varying amounts of experience and ability, and finally many travel agencies with self-styled educational plans. There would appear to be a need for more organizations with a broad program and competent administration.

The YMCA plan emphasizes a combination of sightseeing and studying, by means of group discussions, meetings with young people of other nations, and through conferences and visits to private homes. Arrangements in each country are facilitated by local YMCA hosts, and the tours are conducted on a non-profit basis. These trips would probably reach a wide group of young people, and because of their well-rounded, thoughtful program prove beneficial to all participants.

Project: Educational Tours

Sponsor: National Council of YMCAs

Beginning Date: Not specified

Period of Request: 3 years

Project No.: Ford-NY-1105c

Date Rec'd: July 18, 1951

Amount Requested: $52,000

Classification: Short-term study tours

SUMMARY OF PROJECT

Objectives: To foster international understanding among older high school and college student groups in the U.S. through educational travel.

Program: The United States YMCAs would enlist and train people to lead small groups (12 to 25) to visit other countries, to take part in international camps and conferences, to live in homes and otherwise to enter into the lives of people in the countries to which they go. Supervision, follow-up and appraisal of the project by the National Board would be an integral part of the program. About 200 young people would be sent abroad each year.

Administration: The National Board of the YMCA would use a small staff to carry out all phases of the program, with the help of a nationwide advisory group.

History and Background: The YMCAs are organized on all continents, maintaining world headquarters in Geneva. Associations in the United States have close contacts with YMCAs in many countries and have helped to train nationals for staff leadership.

For many years between the two World Wars, the YMCA sponsored non-profit educational tours for over 1500 young people, recruiting the members through local chapters, and arranging the tours with the cooperation and help of YMCAs in other lands.

The National Council has also had experience in assembling delegations for world conferences of young people.

Comments: There are at present many organizations sponsoring study tours. Apart from those with long experience in this work like the Experiment in International Living and the Youth Hostel Association, there are groups sponsored by colleges under the direction of professors with varying amounts of experience and ability, and finally many travel agencies with self-styled educational plans. There would appear to be a need for more organizations with a broad program and competent administration.

The YMCA plan emphasizes a combination of sightseeing and studying, by means of group discussions, meetings with young people of other nations, and through conferences and visits to private homes. Arrangements in each country are facilitated by local YMCA hosts, and the tours are conducted on a non-profit basis. These trips would probably reach a wide group of young people, and because of their well-rounded, thoughtful program prove beneficial to all participants.

IIE Staff Review: Kenneth Holland, Donald Shank, John Hollister, Cora DuBois, Pearl Purcell, Vandi Haygood, Harry Pierson, David Wedlinger, John Wilson, Charles Weiss.

Date: September 13, 1951

Educational Tours: YMCA

There are already a number of equally effective organizations in the field who provide this kind of service to young people. Other organizations of the same type are self-supporting, by including the necessary administrative fees in the total cost of the trips. The Staff Review Committee feels that this project is in no way outstanding and does not merit Foundation support.

The State Department makes "no comment" on this projects.

Staff Recommendation: Not favorably recommended to the Board of Review for a grant.

Project: International Visitation by YMCA Laymen and Staff Workers

Code No.: Ford NY-1105d

Sponsor: National Council of YMCA's

Date Rec'd: July 18, 1951

Beginning Date: Not specified

Amount Requested: $267,620 for 2 years

Period of Project: Two years

Classification: Specialized Persons

SUMMARY OF PROJECT

Proposal: To establish an expanded exchange program for American and foreign lay and staff YMCA leaders, for periods ranging from two to six months for observation, study and actual experience in YMCA's and local communities.

Purpose: To augment present friendly relations between the individual participants, the YMCA movements they represent, and the people of the countries from which they come, thus furthering understanding and friendship across national, racial and other barriers.

Program: Programs would be planned on an individual basis, and would vary somewhat depending on whether the visitor is a non-professional, voluntary worker, or a professional staff worker in the YMCA movement. As an example, a program for a lay foreign visitor would include: 1) Meeting top lay and staff executives of the National Council of the YMCA's; 2) Participation in orientation lectures and seminars (possibly with exchange visitors brought to the US by other groups;) 3) Attendance at regular meetings of operating bodies - National Council, National Board, functional committees; 4) Conversations with community leaders in business, the professions, education, religion; 5) Participation in a variety of run-of-the-mine group activities of city YMCA's; 6) Visits with lay and staff leaders of specialized YMCA services - industrial, student, armed forces, railroad, etc.; 7) Review, report and evaluation of the above experiences; 8) Establishment of processes for continuing relationships.

Participants: Thirty-five Americans for periods of from 60 to 90 days; 61 foreign visitors to stay for 120 to 180 days, to be allocated as follows:

	From US	To US
Latin America	8	8
Liberia	1	1
South Africa	1	1
Ethiopia	1	1
Lebanon, Israel, Jordan, Turkey	2	4
Pakistan, India, Ceylon, Burma	4	8
Thailand, Malaya, Philippines	2	4
Japan, Korea	4	6
United Kingdom	4	4
Norway, Sweden, Denmark, Finland	2	8
Holland, Belgium, France	2	6
Germany, Switzerland	2	6
Italy, Greece	2	4

Administration: The project would be administered under the direction of a special committee of the International Committee of the National Council of YMCA's, supported by committees and staff workers in Areas, States,

and local Associations. An additional member would be added to the staff now carrying on the present limited program. The persons taking part in this program of intervisitation would be selected by qualified committees set up in the countries concerned.

History and Background: The YMCA now operates in 75 countries. Relationships of the American YMCAs with those of other countries are directed mainly through two channels: 1) the World Alliance of YMCA's and 2) the International Committee (of the U.S. and Canada) which at this time maintains direct relationships with 26 countries. Actual contacts with other countries are obtained through international meetings, World Service secretaries assigned from North America to YMCA's in other countries at the request of leaders of these associations, fellowship study in North America of selected staff workers from other countries, short visits of YMCA laymen and staff to other countries.

Visitation planned by the YMCA has been conducted on a relatively small scale fixed by limited resources, rather than through lack of experience or interest.

The proposal to step up the program of short-term visits between the U.S. and other countries is based on the current demand for more international contacts of this kind.

Comments: This proposal seems to be based on sound experience and careful, definite planning for expansion of present activities.

Such a program should help to implement the program of financial assistance to the YMCA movements in other countries, totaling over $1,000,000 in 1950, and to strengthen relations between the U.S. and other countries through close personal association of YMCA leaders.

Staff Committee Review: Kenneth Holland, Donald Shank, John Hollister, Cora DuBois, Pearl Purcell, Vandi Haygood, Harry Pierson, David Wodlinger, John Wilson, Charles Weitz.

September 13, 1951

International Visitation by MYCA Laymen and Staff Workers

Staff Comments: The Project as presented covers too wide an area in terms of the Foundation's interests. The Committee suggests that all countries from Liberia to Japan, plus Germany (see summary) plus Germany be approved for participation in this project, for bringing foreign leaders to the United States for training, Latin America, Korea, and the Western European countries not to be included.

The Project Review staff was requested to get further information from the YMCA particularly concerning evidence of interest in these training opportunities abroad.

State Department: No Comment

Report from the Project Review Division: (Vandi V. Haygood, John S. Hollister)

In discussion with Mr. Eugene E. Barnett, General Secretary of the YMCA, it appears that he regards this project as of the greatest importance among the three international projects of the YMCA. He also agrees that, if only part of the project can be approved, the emphasis should be placed on bringing foreign YMCA leaders to the United States, and that the need is less urgent in Western Europe.

Mr. Barnett outlined in convincing detail the careful planning for a broad program for visitors from abroad, including broad community contacts as well as specialized professional experience in YMCA's. The person who would direct the program, Mr. Lennig Sweet, has had long previous experience with such programs for visitors from abroad, and administrative planning seems sound. Mr. Barnett demonstrated that there is eager interest on the part of leaders abroad in opportunities for such visits to American YMCA's and communities.

Staff Committee Recommendation

That the project, as amended below, be approved for a grant of $87,500:

1) For 27 foreign visitors to the United States, for periods of 120 to 180 days, from:

Liberia	1	Pakistan, India Ceylon, Burma	8
South Africa	1	Thailand, Malaya, Philippines	4
Ethiopia	1	Japan	3
Lebanon, Israel, Jordan, Turkey	4	Germany	5

2) For four Americans to go to India for periods of 60 to 90 days

Budget: $77,500 for participants (at $2500 per person;
$10,000 for administration

Project: Requested grant to the Committee on Friendly Relations Among Foreign Students

Code No.: Ford NY-1105a

Sponsor: National Council of YMCA's

Date Rec'd: July 18, 1951

Amount Requested: $17,390 per year ($86,950 for 5 years)

Beginning Date: Not Specified

Period of Request: Five Years

Annual Budget: $52,319, from foundations, churches, YMCA's, individuals

Classification: Orientation and Service

SUMMARY OF PROJECT

Purpose: The Committee of Friendly Relations Among Foreign Students requests a grant from the Ford Foundation to enable it 1) to strengthen its services to foreign students at the port of entry and 2) to develop further its community service program for foreign students.

Program: For strengthening services at ports of entry: 1) one additional staff member to handle overseas correspondence and correspondence with volunteers; 2) training sessions for volunteers at the ports of Boston, Miami, New Orleans, and San Francisco, to be modeled on those now held in New York; 3) planned tours at the ports of entry to give incoming students a quick introduction to the social habits and customs of the US, and increase the opportunity for fellowship with foreign students for American students.

For Community services: Assignment of a professionally competent person on a full-time basis to the responsibility of implementing CFR's community program in selected centers. This staff member would organize and educate the community and campus through establishing representative community committees, and developing and presenting materials on the philosophy of student exchange, the background of the foreign students, and community resources.

Budget:

Total:

$17,390 per year
86,950 for 5 years

1. Port of Entry Services

Stenographer	$2,640
Training sessions	3,350
Tours	1,000
	$6,990 per year

2. Community Services

Staff member	$5,000
Travel	3,000
Publications	2,400
	$10,400 per year

IIE Staff Review: Kenneth Holland, Donald Shank, John Hallister, Cora DuBois, Pearl Purcell, Vandi Haygood, Harry Pierson, David Wedlinger, John Wilson, Charles Weitz.

Date: September 13, 1951

Committee on Friendly Relations Among Foreign Students: YMCA

The Committee on Friendly Relations Among Foreign Students performs a unique service, which is not duplicated by the efforts of any other organizations such as the Institute or the National Association of Foreign Student Advisers. The expansion of their services will be filling a real need for foreign students, and will help to interest community groups in international exchange programs.

The State Department lends the project strong support, even suggesting that the requested budget be raised to expand the Committee's services further.

Staff Recommendation: Favorably recommended to the Board of Review for a grant.

History and Activities of the CFR

The Committee on Friendly Relations Among Foreign Students was founded in 1911, with the support of various church groups, the YMCA, and the YWCA to enlist Christian Americans in the active support of international student work, particularly in regard to the students' spiritual and social welfare. The Committee on Friendly Relations Among Foreign Students is still church-related, but offers assistance to all students, regardless of race or creed.

The CFR has a distinctive function, which is not duplicated by any other organization, in its program for meeting incoming foreign students at the port of entry, providing for temporary living accomodations, assisting with travel plans, caring for emergency needs. This service is widely used by colleges and universities, private organizations, and government agencies. The Committee on Friendly Relations offers these services to any foreign student without charge upon notification of the time and place of the student's arrival.

The Committee on Friendly Relations also offers assistance to campus and community groups in planning activities for foreign students, mainly through publications, and for foreign Christian students, helps to relate them to churches in the communities to which they go.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

Corres. S.O.

August 20, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

This is a report on the progress we have been making on the purchase of the Countess Szechenyi house for $400,000, authorized by the Board of Trustees at its last meeting if we were successful in raising the necessary funds.

On July 20 we were advised by Mr. Hutchinson, secretary of the Davella Mills Foundation, that their Board had approved a grant of $35,000 to the Institute for the purchase of the house on the condition that it be acquired by December 31, 1951. We had requested Davella Mills to contribute $91,700.

At a meeting with Chester Davis on August 1, he reported that the Board of the Ford Foundation had approved a grant of $40,000 to the Institute toward the purchase of the house. This grant is strictly confidential and is to be considered an increase of the $350,000 grant for the expansion of the Institute. Our request to the Ford Foundation totaled $150,000 for the house.

Upon reviewing our financial situation in light of these two small grants totaling $75,000, we find it is still necessary to raise a minimum of $52,000 in order to acquire the house, make the necessary renovations, and to cover the many expenses involved in such a major move. The facts are as follows:

Funds needed		
Down payment on signing of contract	$ 75,000	
Taxes for first year	13,000	
Maintenance costs for one year	18,000	
Moving, renovations, purchase of necessary new furnishings, etc.	75,000	$ 181,000
Funds available		
Davella Mills Foundation	$ 35,000	
Ford Foundation	40,000	
Laurence Duggan Fund	54,000	$ 129,000
Funds still needed		$ 52,000

Several members of the Board have suggested that each one of us should be given an opportunity to have a share - small or large - in securing this beautiful new home for the Institute. In fact, the contributing foundations have raised the question as to whether the members of the Board of Trustees of the Institute cannot contribute to or obtain the funds needed for purchase of this house. I feel that if we were able to raise the $52,000 from or through our Board of Trustees, we might then be able to obtain an additional small grant from one or both of the contributing foundations.

I hope that those of us who can give substantially will do so, and that those who may not be in such a position will come forward with concrete suggestions on how the needed money can be found.

I think all of us agree that the acquisition of the Szechenyi house would make an important contribution to the Institute, not only in terms of reducing our financial burden for annual rentals, but also in giving the Institute, after thirty years, a personality and proper setting for its work in international affairs.

Sincerely yours,

Harry

Harry J. Carman, Chairman
Board of Trustees

July 10, 1951

Dear Ken:

My apologies for failing to reply in time to your letter of June 22. It arrived during my last week on the air and I literally had no opportunity to deal with correspondence. I assume that it is too late now for any comments of mine to be valid and I am deeply distressed to have let you down although I am sure comments from other sources gave you what you needed.

As ever yours,

Mr. Kenneth Holland
Institute of Int'l Education
2 West 45th Street
New York 19, N.Y.

Corres.
SP.

9

INSTITUTE OF INTERNATIONAL EDUCATION

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European Office: 173 Boulevard Saint-Germain, Paris (VIe) France • Washington Office: 1530 P Street, N.W., Washington 5, D. C.

June 22, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

We are asking about a dozen persons to read the attached memorandum to the Ford Foundation and give critical comments about its emphasis and validity in assessing the field of exchange of persons.

The Foundation has asked for such a summary to guide some of their discussions at a meeting in Pasadena the end of next week.

Would you be kind enough to mark this copy with your comments and return to me in the enclosed envelope by next Wednesday, June 27.

You will realize that this is a broad estimate of individuals and budgets, and is a general, rather than specific, guide.

With much appreciation,

Sincerely yours,

Kenneth Holland
President

Preliminary Draft

Confidential

MEMORANDUM

TO: Chester C. Davis, The Ford Foundation, Pasadena, California

FROM: Kenneth Holland, Institute of International Education, N.Y.C.

SUBJECT: Appraisal of the Field of International Exchange of Persons

The staff and trustees of the Institute have given much thought to the establishment of some priority scale among projects dealing with exchange of persons between the United States and other countries. This memorandum is prepared as a broad guide to the Ford Foundation in deciding how funds might be applied to this activity.

We have also considered the basic qualifications, which sound exchange projects should have to be worthy of support, and present this along with the priority scale.

I. PROJECT STANDARDS

These standards of project performance are considered of prime importance in determining whether an individual program is worthy of financial assistance.

1. The project should be able to state definite, practical results it can achieve toward world peace and understanding.

2. It should deal with areas of the world in greatest need or in a critical position in international affairs.

3. It should have outreach - i.e. should influence a larger number than the participants alone, by publicity, publications, speeches, radio, etc.

4. It should be educationally sound in its planning - selection of participants, orientation, programming, evaluation.

5. It should be financially sound - estimates on individual expenses, overhead, have broad backing and voluntary participation.

6. It should have good leadership - in top administration, in trustees support, in working advisory groups.

7. It should be able to achieve objectives in time allowed for the project.

II. FRAME OF REFERENCE

It is our combined judgment that the following long-term and short-term projects are worthy of consideration in the numbers and sums indicated. You will note that this summary is predicated on a base of $2,500,000 and a movement of over 1,000 persons per annum. We would recommend that increases or decreases be made within the present percentages.

FIRST RANK PROJECTS

1. Leaders Programs

The exchange of key persons in the fields of mass communications, labor, politics, education, business, agriculture, and certain of the creative arts is of first-rank importance. The details of conducting such a program have been outlined in the original proposal from the Institute to the Ford Foundation. These mature leaders would come to the United States for consultation, observation, and some practical training, rather than for formal academic study. Each program would be individually planned, with two or more months in each of two carefully selected communities in different areas of the country. For leaders programs administered by the Institute, its regional offices would carry major program responsibilities.

Four to six months is recommended as sufficient time for productive professional experience, and for a sound acquaintance with American life and thought.

Initial emphasis should be placed on leaders from Southeast Asia, and from a few selected countries in the Near East and Europe.

Recommendation: That the sum of $750,000 be set aside for leaders programs to bring to the U.S. some 250 persons during the first twelve months, this to be increased in succeeding years.

2. Other Specialized Persons

In this category would come those proposals dealing with full-year training of young workers, technicians, specialists, and with shorter-term work study projects such as the farm exchange programs and the MIT Foreign Student Project. In general, it is recommended that this be supported only on a one-way basis, since sufficient emphasis on American technical persons abroad is made through ECA and TCA.

Priority should go to those underdeveloped or newly-established nations for which such practical training would result in fairly immediate technical gains.

These technical trainees on return home will supplement at a different level the effect registered by the leaders on a higher level.

Recommendation: That funds up to $200,000 be provided for bringing to the U.S. and sending abroad, some 100 specialized persons.

3. Top Leaders and Missions

Of high priority to the Department of State and to many private persons is the intervisitation of top-ranking private and public citizens of key countries of the world.

It is proposed that individual non-official missions of a month to six weeks should be made to Europe, the Near and Far East, by such outstanding Americans as Eleanor Roosevelt, Ralph Bunche, Arthur Compton, Clarence Pickett, Senator McMahon, and the like. They would, travelling as individuals or in groups of two or three, meet with educational, political, and social organizations abroad for frank, on-the-spot interpretation of many aspects of U.S. foreign and domestic affairs. The pattern set by Norman Cousins on his recent trip to India might well serve as a guide.

In the reverse of this, brief visits to the U.S. by such persons as Hussein Ala of Iran, Conrad Adenauer of Germany, Alcide de Gasperi of Italy, and others from public discussion of current international issues would attract a wide audience to this "world forum".

Recommendation: That the sum of $300,000 for about forty persons be reserved for this phase per annum.

4. Younger and Potential Leaders

Not so immediate in his effect on world conditions and problems as the foregoing, and yet basic to any planning for long-run international understanding and leadership, is the promising young leader who would profit from graduate study. There should be scholarship encouragement to those, mature in their decisions about a career, who need a year or so of advanced foreign study or observation.

For Americans abroad, the principal openings are through the Fulbright program in 20 countries. Yet even here, many important countries are not in the program (notably in the Near and Far East and Latin America), and the numbers of offerings in certain programs is low (e.g. 2 for Pakistan, 25 for India). In addition, the university attendance emphasis of the program restricts a wider acquaintance and influence by Americans in these foreign countries.

For foreign graduate students the need for scholarship assistance is large. The fields of international relations and law, engineering, social work, agriculture, and journalism are particularly recommended for help. Country emphasis, as in certain other categories, would concentrate on non-European areas, with perhaps some exceptions for France, Austria, Germany, and Italy.

Recommendation: That $500,000 be applied to graduate scholarships for 350 American and foreign students for year-round advanced work.

5. Mature Scholars

For technical research, professional consultation, and advanced study, many applications are made annually by Americans and foreign scholars in the post-Ph.D. category. For the advancement of teaching and pure sciences this academic work should be encouraged. It should not, however, constitute a major emphasis of the Foundation in its international activities.

Recommendation: That $200,000 be applied to the sponsorship of the 40 most able and most influential scholars in education, the humanities, and the sciences.

SECOND RANK PROJECTS

1. Undergraduates

The general recommendation of the Institute is that exchanges below the graduate level, with a few exceptions, are of questionable value. There are selected undergraduates who profit greatly by a one or two year experience, and at the secondary school level where exchange between affiliated schools has been carried on it has been worthwhile.

Recommendation: That a sum not in excess of $100,000 be held for the exchange of 75 exceptional persons on the junior level.

2. International Conferences

Only in unusual circumstances (such as World Assembly of Youth, American Chemical Society) is the sponsorship of individuals to attend international conferences recommended.

The values of such conferences are often slight, expenses are high for a very short-term experience, and the numbers of such conferences held annually (and each desiring foreign representation) are enormous.

Recommendation: That an amount not exceeding $100,000 be designated for marginal assistance to 100 special delegates to international conferences.

3. Summer Projects

In this category are the international seminars, institutes, and work camps. These vary greatly in quality of concept, leadership, and accomplishment. Expenses should largely be borne by the participants and additional funds raised largely in the periphery interest of the sponsors. There will be excellent presentations which the Foundation will receive which should receive assistance.

Recommendation: that $100,000 be reserved for assistance to worthwhile short-term summer projects aimed at advancing international understanding by multi-national attendance.

4. Orientation and Other Service Projects

Grants in this category of field trips, home hospitality, campus projects, special events and the like should be confined to major coordinating agencies and councils in the field capable of encouraging wide public participation at low administrative expense.

Recommendation: that $100,000 be allocated to assistance to organizations with demonstrable projects for increasing the effectiveness of off-time experience of foreign students in the United States.

5. Emergency Aid

Increasingly with dollar shortages and with international crises, the events in certain countries from which foreign students come, call for emergency assistance to these students. Recent and current examples are the Chinese Emergency Aid Fund, Palestine Arab Fund, and present needs of many African students.

Demands of this nature are likely to increase in the years ahead, and some minor attention to the problem is warranted by the Ford Foundation.

Recommendation: that limited assistance be provided for exceptional emergency cases of foreign student need by providing an emergency aid fund of $100,000 to be administered through the offices of the Institute of International Education.

6. Surveys and Inquiries in Exchange Projects

The field of exchange of persons is undertaking certain inquiries into problems of attitude change, program analysis, evaluation conferences. The Institute's division on determination of national needs is along this line of action.

Recommendation: that $50,000 be designated for support of worthwhile research projects for the improvement of exchange of persons programs.

RECAPITULATION

The following summary is predicated upon a base of $2,500,000, and the movement of over 1,000 persons per annum.

	Total Annual Grants	Persons
Leaders	$750,000	250
Specialized Persons	200,000	100
Missions	300,000	40
Graduate Students	500,000	300
Scholars	200,000	50
	$1,950,000	740
Undergraduate	100,000	75
International Conferences	100,000	100
Summer Projects	100,000	100
Orientation	100,000	
Emergency Aid	100,000	200
Research	50,000	
	$2,500,000	1,215

EMERGENCY EXECUTIVE COMMITTEE MEETING
of the BOARD OF TRUSTEES
HELD AT THE INSTITUTE OF INTERNATIONAL EDUCATION
Wednesday, June 13, 1951

SP Memo

The following members of the Executive Committee were present:

Harry J. Carman	Edward R. Murrow
Frederick S. Dunn	Mark Starr
Kenneth Holland	Ordway Tead

The following persons were also present:

Donald J. Shank	-	Secretary
Pearl G. Purcell	-	Assistant Secretary

Dr. Harry J. Carman, Chairman, called the meeting to order at 12:45 P.M.

1. Housing

In Mr. Bonsal's absence Mr. Holland reviewed the housing situation since the last meeting of the Executive Committee on June 6. The Institute has received a letter from Countess Szechenyi indicating that she would accept $400,000 for the house, on the following basis: $50,000 upon purchase; $25,000 upon delivery of the deed; $50,000 per annum for six years; $25,000 the seventh year; all payments without interest. Countess Szechenyi had requested a reply within 10 days.

Professor Dunn advised that the Carnegie Endowment building was definitely to be constructed and that it would take approximately 18 months to build after the ground was broken. According to information Professor Dunn had, it was hoped that costs for the building would be lower than originally estimated.

The advantages and disadvantages of space in the Carnegie Endowment Building versus the purchase of a house were again discussed during which it was pointed out that if the house were purchased the costs for rent would be considerably decreased once the purchase price had been paid. The advantage was also pointed out of the Institute establishing its own identity in a house of its own rather than as a tenant in a large office building.

The officers of the Institute recommended that the house be purchased if money could be raised to carry the Institute through the first year (a minimum of $100,000). A motion was made, seconded and approved that the house be purchased subject to the securing of money adequate to cover the first year's costs.

Both Mrs. Moore and Mr. Bonsal conveyed messages to the Executive Committee that their vote was in favor of purchasing the Countess Szechenyi house.

2. A "Terms of Reference" for the Field of International Exchange of Persons

The attached memorandum "Appraisal of the Field of International Exchange of Persons" was submitted to the Executive Committee on an informal basis for preliminary discussion. A document is being prepared by members of the staff which will outline the reasons for the priorities as listed but further discussion will be held after the detailed document is prepared.

3. Management Survey

Mr. Holland reported that the management survey conducted by Cresap, McCormick and Paget had been completed and he presented an organizational chart showing the recommended organizational changes. He stated that in order to effect the reorganization at a minimum cost to the Institute further work would now be done by members of the staff and that Cresap, McCormick and Paget would be used for consultant purposes, if necessary. Mr. Holland also advised the Committee that a Methods and Procedures Analyst was being appointed to the staff of the Institute and that it was anticipated he would work with the staff on putting the reorganization into effect.

4. Adjournment

The meeting adjourned at 2:30 P.M.

Respectfully submitted,

DONALD J. SHANK
Secretary

APPRAISAL OF THE FIELD OF INTERNATIONAL EXCHANGE OF PERSONS

The Ford Foundation has asked the Institute to develop over-all recommendations for using several million dollars a year in exchange of persons programs.

The following summary is predicated upon a base of $2,500,000 and the movement of over 1,000 persons per annum.

	Total Annual Grants	Persons
Leaders	750,000	250
Specialized Persons	200,000	100
Missions	300,000	40
Graduate Students	500,000	300
Scholars	200,000	50
	$1,950,000	740
Undergraduate	100,000	75
International Conferences	100,000	100
Summer Projects	100,000	100
Orientation	100,000	
Emergency Aid	100,000	200
Research	50,000	
	$2,500,000	1,215

SP

EXECUTIVE COMMITTEE MEETING
of the BOARD OF TRUSTEES
HELD AT THE INSTITUTE OF INTERNATIONAL EDUCATION
Wednesday, June 6, 1951

Memorandum

The following members of the Executive Committee were present:

Dudley B. Bonsal	Mrs. Maurice T. Moore
Harry J. Carman	Edward R. Murrow
Frederick S. Dunn	Mark Starr
Kenneth Holland	Ordway Tead

The following persons were also present:

Donald J. Shank	-	Secretary
Pearl G. Purcell	-	Assistant Secretary

Dr. Harry J. Carman, Chairman, called the meeting to order at 12:45 P.M.

1. Budget

Mr. Shank presented the budget for 1951-52, a copy of which is attached. He explained that some of the items included therein, particularly those on government contracts were not definitive but had to await the actual signing of contracts with the government agencies. As in the past this may not take place until we are far into the next fiscal year.

A question was raised as to the total dollar operations involved in the programs handled by the Institute and what percentage the administrative budget of $1,193,550 represented. It was agreed that the officers of the Institute should present a complete financial picture, showing total dollar operations, at the next meeting of the Board of Trustees.

One of the points made in connection with the item "salaries" was that none of the Executive and Administrative staff (ie. the President and Vice President's staff, the Administrative Officers, Administrative services, etc.) were pro-rated to government contracts but were all charged to private funds. The Executive Committee expressed its strong feeling that such charges should be made and included in contracts with all government agencies.

A motion was made, seconded and adopted that the budget be approved and forwarded to the entire membership of the Board for the final approval, and that a more complete financial statement be presented at the November meeting of the Board of Trustees.

2. Housing

Mr. Bonsal reported that since the meeting of the Board of Trustees on May 14 several of the Board members (Mrs. Moore, Mr. Nicely and Mr. Bonsal) had visited the Countess Szechenyi house and believed that it would represent a good buy at a price of $400,000 payable without interest over a span of approximately six and a half years. The question was raised as to whether the Carnegie Endowment Building would be constructed in the near future and Professor Dunn, who is also a member of the Endowment Board, was asked to obtain information about the building prospects and to advise Mr. Holland accordingly.

It was pointed out that if the Countess Szechenyi house was bought at a price of $400,000 it would be necessary to raise approximately $75,000 to cover the down payment and necessary alterations. In addition, the Institute has about $45,000 which could be used for the purchase of the building.

A motion was made, seconded and adopted that, subject to the following conditions, the purchase of the Countess Szechenyi house at $400,000 be approved:

1. That the Countess accept the offer of $400,000, with a down payment of $75,000 and annual payments of $50,000 without interest.

2. That $75,000 be raised towards the purchase and remodeling of the house.

3. That Dr. Dunn obtain current information regarding the construction of the Carnegie Endowment Building.

It was decided that a special meeting of the Executive Committee on June 14 was necessary to make a final decision regarding the purchase of the house.

Mr. Bonsal pointed out that he had had an informal agreement with Laurence Duggan that, if any legal work for IIE required a great deal of his own time or that of other persons on his staff, he would be compensated for such work. He believed that this would be the case in purchasing the Countess' property. Mr. Holland stated that Mr. Bonsal had been a most devoted Board member, had given a great deal of his time and advice to the Institute officers on many matters and that he agreed that the cost involved for the acquiring of the property should be carried by the Institute.

A motion was made, seconded and approved that the Institute reimburse Mr. Bonsal for legal expenses incurred in the purchase of the property.

3. Committee on India

Mr. Holland advised that he was anxious to start the program on "Determination of National Needs" and wished to begin with India. He reported that he had been working with the Council of Foreign Relations which had established a provisional committee on cultural interchange between India and the United States. Since this Council committee had made considerable progress in its work, Mr. Holland asked the Executive Committee whether the Institute should take over this provisional committee for its own program. The opinion of the Executive Committee was that we should not take over the entire provisional committee as it is now organized, but that the Institute should organize its own committee using such members of the provisional committee who would be valuable to the Institute's program.

4. Review of Projects

Mrs. Haygood came into the meeting and presented several projects on which review was needed for the Ford Foundation (the recommendations on individual projects are maintained separately). A general discussion followed regarding the types of exchange programs which should have priority. Particular attention was given to a discussion of artistic and cultural projects. The officers stated that the staff was working on a "terms of reference" for all exchange of persons programs and that a meeting on this subject would probably be held sometime in July.

5. Adjournment

The meeting adjourned at 2:30 P.M.

Respectfully submitted,

DONALD J. SHANK
Secretary

INCOME

	1950-1951 Revised Budget 2/26/51	1951-1952 Budget Presented 6/6/51
General		
Carnegie Corporation	$ 150,000	$ 150,000
Rockefeller Foundation	50,000	50,000
Ford Foundation General Grant		330,000
Ford Foundation Project Administration		15,000
New Foundations	75,000	75,000
Corporations	5,000	5,000
Universities and Colleges	17,000	20,000
Individuals	10,000	10,000
Income from Investments	8,000	10,000
	$ 315,000	$ 665,000
Special Projects		
American Field Service	$ 1,000	$ 1,000
IRSIA (Belgium)	750	600
British Summer Schools 1949-1950	4,670	4,000
SENAI (Brazil)	1,000	1,000
Turkish Sugar Refineries	1,400	1,080
Insurance	2,500	2,500
National Education Association	5,000	
Palestinian - Arab Loan Fund	900	
UNESCO Fellowships	1,200	10,000
Miscellaneous	1,000	1,000
Korean Government	1,560	
Esso Scholarship	600	1,050
AACTE	900	
Rockefeller Foundation Artists Exchange Program	2,000	8,000
Insurance Premiums (Prior Years)	50	
Associacion Nacional de Industriales	200	
Atlantique	200	1,800
African Program		
Carnegie	12,000	12,000
Phelps Stokes	500	500
ACE - Austrian Leaders	500	
	$ 37,930	$ 44,530
Publications		
News Bulletin	$ 4,500	$ 4,500
Application Forms and Publications	600	4,700
Sales - "Meet the USA"	500	3,000
	$ 5,600	$ 12,200
U. S. Government Contracts		
OEA Latin American (Placement)	$ 12,144	$ 12,144
OEA Latin American (Supervision, Counsel & Guidance)	4,232	4,232
State Fulbright	109,120	110,000
State Eastern Hemisphere	304,724	272,590
Army Student - 130 (49-50)	4,700	
Army Student - 134 (50-51)	60,175	920
Army Student - 172 (51-52)		46,000
Army Student - 173 (51-52)		4,784
Army Leaders - 125-133-144	50,000	5,000
ECA British Engineers	10,500	7,000
Army Teachers to Japan	10,000	4,000
State Department - Finland		5,150
	$ 565,595	$ 471,820
	$ 924,125	$1,193,550

EXPENDITURES

	1950-1951 Revised Budget 2/26/51	1951-1952 Budget Presented 6/6/51
Salaries	$ 670,000	$ 820,000
Annuities	12,000	14,760
Staff Health Insurance	2,000	2,500
Professional Service	2,000	2,500
Rent	59,000	83,000
Light	2,700	3,300
Stationery & Office Supplies	19,000	22,590
Furniture & Fixtures	25,000	32,000
Insurance	1,500	1,800
Miscellaneous Office Expense	8,000	9,800
Postage	18,000	22,000
Telephone	20,000	23,000
Telegrams & Cables	11,000	13,000
Printing & Multigraphing	32,000	40,000
News Bulletin	12,500	12,500
Books & Magazines	1,000	1,200
Memberships and Contributions	1,000	1,600
Travel	18,000	20,000
Entertainment	3,500	4,000
Contingencies	5,925	64,000
	$ 924,125	$1,193,550

S. I. E. Mgmt
SP

AGENDA

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

Friday, June 6, 1951

I. Budget	Donald J. Shank
II. Housing	Dudley B. Bonsal
III. Determination of National Needs Establishing Committee on India	Kenneth Holland
IV. Review of Projects	John S. Hollister - Vandi V. Haygood

Project: Exchange of musical artists between
1) The United States and France
2) The United States and Brazil

Sponsor: National Music League, Inc., New York City

Beginning Date: 1951-52 Concert Season

Period of Project: At least one season; preferably a continuing project

Code No.: Ford-NY - 1102

Date Rec'd: May 15, 1951

Amount Requested: $18,900

Other Sources of Funds: Jeunesses Musicales de France; Instituto Brasil-Estados Unidos

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SUMMARY OF PROJECT

Objectives: To establish and promote important cultural ties between the US and France and the US and Brazil through the interchanging of the best young, professional musical talent.

Program: 1) Exchange between the US and France - American artists to give concerts [illegible] the National Music League and the Jeunesses Musicales de France, which has 100 organized audiences throughout France and North Africa, and is subsidized to an extent by the French Government. French artists to appear in concert in the United States through the National Music League, which will arrange for the concerts in colleges and universities, secure bookings, pay expenses.

2) Exchange between the US and Brazil - American artists to go to Brazil to give concerts in several sections of the country. The artists will live in Brazilian homes in order to enlarge opportunities for close friendly relations. The National Music League would carry out this plan in cooperation with the Instituto Brasil - Estados Unidos.

Administration: In each of these projects, the administration would be shared between the National Music League and the sponsoring organization in the participating country, with each bearing a part of the expense. The initial stimulus came respectively from the Jeunesses Musicales de France and the Instituto Brasil - Estados Unidos.

History and Background: The National Music League, founded in 1924 and reorganized in 1938, offers cooperative, non-profit management to young artists of talent, who have not yet obtained financial backing or a name sufficient to interest commercial managements. Backed by a music foundation in its first year, and self-supporting since that time, the National Music League offers concerts at a minimum cost, enabling colleges and communities to afford excellent concerts. The artists, all under 30 years of age, are given an opportunity to gain in experience and develop their talents, with all expenses guaranteed by the League. At the end of the year, the artists receive a proportional share of the profits after all administrative costs are paid. The artists are selected through competitive auditions held once a year; they are the best among the hopefuls - "tomorrow's headliners". They remain under League management for several years, until they have build up a name and are picked up by the large management firms.

Both projects (1) and (2) are proposed as a result of requests from abroad for an exchange of artists between the US and organizations in France and Brazil respectively. The exchange between France and the United States would be twenty, with two Americans going to France for every French artist coming to the United States. This proportion is maintained because the

Jeunesses Musicales de France has assured audiences, whereas booking problems will be greater in the United States. The exchange with Brazil involves only the sending of young American artists to Brazil in its present phase.

Comments: The National Music League has suggested no set number of artists to be exchanged between the United States and France in its request, apparently being ready to bring as many as funds can be provided for. The Institute has estimated the request for project (1) at $12,500, which covers trans-Atlantic transportation for 15 artists (10 American, 5 French) and funds for administrative and promotional costs ($5000). All expenses for the American students will be covered through their concerts in France, except ocean passage.

Under project (2) the National Music League would like to send five American artists to Brazil. The only funds needed for this project are for transportation costs. At $600 per person, and including travel for three accompanists, the cost would be $4,00.

Both projects are interesting. They would provide experience of great value to the young artists, and the artists would help to develop appreciation for the cultural resources of their respective countries.

The value of the project in terms of broadening international understanding is strictly limited, however. There is perhaps freer interchange between countries among musical artists than in any other field. Therefore such a project as this would probably do little to reach persons who were not already aware, to some extent at least, of the attainments in music of the French, or the Americans. Concert artists, composers, conductors in general frequently have engagements abroad.

On the other hand, the audiences in France, and in the United States, are "youth" audiences, for the most part in areas removed from the metropolitan centers in which the well known artists from abroad appear.

IIE Staff Review: Kenneth Holland, Donald J. Shank, Pearl G. Purcell, Vandi V. Haygood

Date: June 6, 1951

Action: Recommend that this project be held for later consideration after a general review of the types of fine arts projects which will be considered by the Ford Foundation.

Project: World Assembly of Youth, to be held in the United States, August 1951. Plan is to bring 500 young workers, students and adult consultants from Western Europe, Africa, Middle East, Asia and Latin America to meet with American Students and young workers. Subject of meetings: "Youth and Human Rights."

Code No. Ford NY-1101

Date Rec'd 5-1-51

Ack'd No- (brought in person by appt.)

Sponsor: Youth Adult Council of the National Welfare Assembly.

Amt. Requested: $92,225.00

Location: Cornell University (August 5-16); Tours in U.S.

Other Funds Available: $256,000.80

From what Sources: "YAC granted voluntary funds"

Beginning Date: July 13

Period of Project: July 13 - September ?

Grant Requested for: Bringing additional students from Latin America, Africa, Near East, S.E. Asia.

SUMMARY OF PROJECT

Objectives: Promote international understanding, extend and strengthen youth work throughout the world, give young people the opportunity to participate in the work of the UN, ECOSAC, and UNESCO.

Participants: Delegates to the General Assembly of the World Assembly of Youth, the first such Assembly (WAY organized in London, 1948; held a 1949 Council in Brussels: a 1950 Council in Istanbul) with large-scale participation. Hosts will be the Young Adult Council of the National Social Welfare Assembly. National organizations of American youth (religious, student, etc.) are affiliated with YAC. YAC expects to help to bring 335 delegates to the Assembly, from thirty countries.

Program:

1. A Seminar on the Technical Assistance Program of the UN and the US Point Four programs. Two representatives have been invited from each national committee.

2. The General Assembly of WAY on "Youth and Human Rights" to be held at Cornell University on August 5-16 for all participants.

3. The WAY Council meeting for official delegates

4. Guided tours in small groups to acquaint participants with life in the United States.

Administration: Young Adult Council and the National Social Welfare Assembly, which is providing personnel and guidance. YAC member agencies also contribute staff and guidance.

History and Background: The Young Adult Council was organized in 1948; it coordinates large special interest youth groups in national activities, and has played a part in the international organization from the beginning, sending delegates to all conferences abroad. Participated in the White House

Conference on Youth, was responsible for the youth program for United Nations Day, has held a national youth conference on Civil Rights, etc.

Comments: The Young Adult Council has raised sufficient funds ($256,000) to bring 250 representatives mainly from Europe — most of these will pay their own travel — and to cover operating costs. They are requesting funds ($92,225) from the Ford Foundation to bring 85 additional youth leaders from Latin America, Africa, the Near East, Middle East and South East Asia, at the average cost of $1,085 per person for overseas and U.S. travel and maintenance.

YAC has reduced the original budget from $621,426.80 to bring 500 persons to a total budget of $318,225 for 335 persons, eliminating or paring down a number of items which the Institute felt were unnecessary, or entirely too high (e.g. $50,000 for a cultural program).

The project has been given high priority by the State Department. The Department is helping in the selection of candidates, making it possible for some students with Smith-Mundt grants to come early to attend the conference and so on. The Department feels that it is important to bring these representatives of youth groups from other countries to the United States even for a short stay.

IIE Staff Review: Kenneth Holland, Donald J. Shank, John S. Hollister, Pearl G. Purcell, Vandi V. Haygood.

Date: June 6, 1951

Action: Recommend that a grant of $75,000 be made to the World Assembly of Youth by the Ford Foundation for the purpose of bringing youth leaders from Latin America, the Near East, Middle East, Africa, and Southeast Asia to the General Assembly to be held in the United States.

Project: World Assembly of Youth | Code No.: Ford NY-1101

Amount Requested: $92,225 | Date: June 1, 1951

STAFF EVALUATION OF PROJECT - Second Report

At the meeting of the Board of Review on May 17, the staff recommended that the project be held over for two weeks to permit further investigation of the project. This was approved by the Board of Review.

Further investigation of the project was undertaken through further interviews with the sponsors, and consultation with the State Department and participating agencies.

Following consultation with the sponsors, who were willing to accept the Institute's suggestions in regard to a modification of their budget and a reduction in the number of participants (a conclusion at which they were already arriving), the Young Adult Council submitted a new request, for the amount and purposes shown on the foregoing page.

An evaluation based on the completed investigation follows:

Pro:

1) The project now has good prospects of being able to carry out its plans for a project for 300 - 350 people. The balance of the funds needed is in hand.

2) The project is highly recommended by the Department of State, which is giving full cooperation.

3) The Institute is satisfied that the selection of participants is well-done and that plans for the program are sufficiently far along to indicate a successful project.

4) The Amount requested from the Foundation is a reasonable proportion of the total budget.

5) A grant from the Foundation will greatly expand the value of the project, through making possible the attendance of youth leaders from less-privileged areas, where the need is greatest, who cannot pay their own travel and other expenses.

Staff Recommendation:

That a grant of $75,000 to the World Assembly of Youth, for the purpose of bringing youth leaders from Latin America, the Near East, Middle East, Africa, and Southeast Asia to the Assembly in the United States, be recommended to the Ford Foundation.

(The staff feels that $75,000 is probably the maximum which can now be used by the Assembly for this purpose, in view of the time factor.

BOARD OF REVIEW ACTION

Recommended: _____ Not Recommended: _____

Other: _____

Comments:

S. D. E. Corres
S P

June 1, 1951

Dear Don:

I think an all-day meeting for the November session of the Board of Trustees would be most useful and I shall be agreeable to whatever decision you make as to the place.

I shall look forward to seeing you at the meeting on June 6.

As ever yours,

Mr. Donald J. Shank
Institute of International Education
2 West 45th Street
New York 19, New York

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May 29, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

I know you will be glad to see the enclosed copy of a letter from Paul Hoffman which arrived since the last meeting of the Board of Trustees advising that the Ford Foundatinn had approved a grant of $350,000 to the Institute. Also enclosed is a copy of the minutes of the meeting of the Board of Trustees held on Monday, May 14, at which time the IIE-Ford Foundation relationship was discussed at some length.

In view of the many new developments involved in the grant from the Ford Foundation, we are seriously considering the desirability of an all-day meeting for the next session of the Board of Trustees which is scheduled for Monday, November 12. We thought such a session might be held at a hotel or country club not too far from New York City. Will you let me know what you think of such a plan.

As discussed at the last Board meeting, there will be a special luncheon meeting of the Executive Committee on Wednesday, June 6, at 12:30 p.m. in the third floor Conference Room of the Institute, to discuss the budget for next year. At the same time, we will review exchange of persons projects on which recommendations have to be made to the Ford Foundation. Will you kindly indicate on the attached card whether you will be able to attend this meeting.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Enc.

C O P Y

THE FORD FOUNDATION
914 East Green Street
Pasadena 1, California

May 22, 1951

Mr. Kenneth Holland, President
Institute of International Education
2 West 45th Street
New York 19, New York

Dear Mr. Holland:

I am pleased to advise you of the decision of The Ford Foundation approving a grant of $350,000 to the Institute of International Education for operations and programs during the period ending June 30, 1952. This grant is intended to supplement the normal resources of your organization so as to permit strengthening and expansion of its facilities and services. Although no commitment can be made at this time for support beyond the above date, we are sure you are aware of our continuing interest in your organization and in exchange of persons programs.

In providing this supplemental support, we have in mind those items set forth in your proposal of May 7th, including particularly the world analysis of need for exchange programs, effective administration of non-academic exchange programs, and the establishment of domestic regional centers. It will be appreciated if you could periodically keep us generally informed of your accomplishments and progress in these matters.

I would like to reiterate the interest of the Foundation in a general meeting of representatives of the various contributing agencies to discuss the policies of the Institute and also to provide an occasion for face to face discussion in the interest of greater mutual understanding. Such a meeting also might bring to light opportunities for constructive collaboration. As you know, it is our hope that the other contributing agencies will participate even more extensively and positively in connection with the work of the Institute.

I am requesting Mr. B. J. Craig, Secretary-Treasurer of the Foundation, to remit the above grant amount directly to you.

The Foundation has no objection to your publicizing this grant, should you desire to do so. We would, however, appreciate an opportunity to review and comment on any draft statement before public release.

Sincerely yours,
Paul Hoffman, Director

MINUTES

of the

MEETING OF THE BOARD OF TRUSTEES
OF THE
INSTITUTE OF INTERNATIONAL EDUCATION

HELD AT THE BILTMORE HOTEL, NEW YORK
MONDAY, MAY 14, 1951 - 5:45 P.M.

The following members of the Board of Trustees were present:

Arthur S. Adams	Benjamin E. Mays
Dudley B. Bonsal	Mrs. Maurice T. Moore
Ralph J. Bunche	James M. Nicely
Harry J. Carman	Dorsey Richardson
Everett Case	Mrs. Henry P. Russell
Arthur H. Compton	Mark Starr
Frederick S. Dunn	George Stoddard
Kenneth Holland	Ordway Tead
Walter Kotschnig	Juan Trippe

The following persons were also present:

Donald J. Shank	-	Secretary
Pearl G. Purcell	-	Assistant Secretary
J. Charles Haidinger	-	Assistant Treasurer

Dr. Harry J. Carman, Chairman, called the meeting to order at 5:45 P.M.

1. Roll Call and Proxies

No proxies were necessary as more than a quorum was present.

2. Approval of Minutes

The minutes of the Board of Trustees meeting of February 12, adjourned to February 26, 1951 and the Executive Luncheon Session of April 29, 1951 as previously distributed were moved, seconded and approved.

3. Developments with the Ford Foundation

Mr. Holland presented Document 2 outlining the projects submitted to the Ford Foundation requesting a grant of $500,000 for the expansion of the Institute. He also presented a press release which was issued for publication May 14 on the relationship of the Institute with the Ford Foundation.

Mr. Holland advised the Board that he had not yet received formal notification of the approval of the Institute's request but that the New York office of the Ford Foundation had advised him that they were recommending

a grant of $350,000 for the coming year. The reduction from $500,000 to $350,000 was based on the premise that the Institute probably could not use this total sum during the first year as there would necessarily be delays in finding appropriate personnel, and establishing field offices and activating all the projects outlined in the document.

The New York office of the Ford Foundation had also stated that the grant was being made on a one year basis; that the Ford Foundation had established the policy of not giving grants for longer periods at this time but that the Ford Foundation was aware of and sympathetic to the need of the Institute for continued support.

Mr. Holland reviewed and the Board members commented on all the projects covered in the document sent to the Ford Foundation. There was much discussion on the item covering "Field Offices", particularly the possibility of offices abroad which had been deleted by the staff in the final request. A vote was taken on whether the Institute should endeavor to obtain money for field offices abroad and a substantial majority expressed themselves in favor of such an activity. The officers pointed out that this was a question of finances and if money could be obtained, foreign offices would be considered. One of the main arguments presented in favor of IIE establishing foreign field offices was that although the Government had Cultural Officers in most areas of the world, many countries and peoples would prefer to negotiate with private organizations.

The Board accepted and approved the report and documents covering the request to the Ford Foundation and expressed its thanks to the Ford Foundation for its cooperation. Appreciation was also expressed by the Board to the officers and staff of IIE for the efforts made in this direction.

Mr. Holland stated that it would be more important than ever for the officers to work closely with members of the Board, and particularly with the Executive Committee, in planning the new activities under the expanded program, and in drawing up terms of reference and criteria in the whole field of exchange of persons.

4. Housing

Mr. Bonsal reported that since the last offer of $375,000 had been submitted to Countess Szechenyi, she had made a counter-proposal of $400,000 to be paid over a period of 8 years, at $50,000 a year.

A motion was made, seconded and carried that the matter be referred to the Executive Committee for further consideration and final decision as to whether IIE should offer $400,000 for this house.

Mr. Bonsal also reported confidentially that Mrs. Thomas Lamont might be interested in leaving her house to IIE and that if she decided in the affirmative, this would require a change in her will. This would not affect consideration of the Szechenyi house, as the date of acquiring the Lamont House is unpredictable.

5. Financial Statement

Mr. Shank presented the financial report. He pointed out that the Financial Statement submitted (for July 1, 1950 to April 30, 1951) indicates that during the present year IIE is operating on an annual level of about $857,000 as compared with $924,000 originally budgeted. This was due to having estimated larger government programs in some areas than had materialized and therefore the income under Schedule "A" would be less than anticipated. However, IIE is re-negotiating some of the contracts, and has been concentrating on raising the balance of funds from private foundations which had been budgeted. The officers believe the Institute will be "in the black" at the end of the fiscal year.

The reasons that page 1 of the Financial Statement indicates an operating deficit are due to (1) at the time the statement was prepared, the final contracts with the State Department had not yet been signed, and (2) that for the balance of this fiscal year the Institute is operating on a large reimbursable Army contract.

Due to the uncertainties of the details of the Ford Foundation grant, and the fact that Congress had not yet acted on the Department of State's request for the Exchange of Persons appropriations, the officers reported that it was not possible at this time to present a meaningful budget for 1951-52. Permission was therefore requested from the Board for the 1951-52 budget to be presented to the June meeting of the Executive Committee, after which the budget will be circulated to all members of the Board for approval.

A motion was made, seconded and carried approving the report.

6. Progress Report of the President

In presenting this report, Mr. Holland stated that the officers had had several preliminary discussions with the management firm of Cresap, McCormick and Paget and that he hoped their report would be ready by early June. Mr. Holland also advised that IIE had established an Advisory Committee on Undergraduate Studies which met for the first time on April 25 in the Institute's offices. With reference to the Paris office, he announced the appointment, for a one year term, of Dr. Goldon Silber, Chairman, Department of Modern Languages, Union College, Schenectady, New York.

The Chairman announced that the following staff members of IIE would be present at dinner:

Mildred E. Adams	George Hall
Laura J. Barney	John S. Hollister
Vandi V. Haygood	David B. Wodlinger

Respectfully submitted,

DONALD J. SHANK
Secretary

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April 19, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

I am sure you will be glad to know that the Board of Trustees of the Ford Foundation at its meeting on April 10 approved in principle the establishment of a close working relationship with the Institute in the Foundation's activities in the field of international exchange of persons. The agreement will probably state that the Institute will be the agent of the Ford Foundation on all exchange of persons programs.

We will be having discussions in the coming weeks with officers of the Foundation in regard to the exact services which the Institute will be asked to render to the Ford Foundation, and the financial support which the Foundation will give to the Institute to expand and improve present programs and to inaugurate new projects. Our information indicates that the Board of the Ford Foundation approved a maximum of $500,000 for the development and expansion of the Institute this year. They also earmarked $400,000 for exchange of persons projects during the next few months, of which $225,000 has been appropriated for the following: the Massachusetts Institute of Technology Foreign Student Summer Project; the American Chemical Society to bring chemists from abroad to the International Chemical Conclave in New York City this September; and to the National 4-H Foundation of America for its International Farm Youth Exchange Project. All of this must, of course, be confirmed in writing before any public announcement can be made.

I certainly hope that you can attend the meeting of the Board of Trustees on May 14, since we will urgently need the counsel of each member in the discussion of plans for the forthcoming developments.

Monday
5:30

No.

Sincerely yours,

Kenneth Holland
President

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March 29, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

We are enclosing a copy of the minutes of the meeting of the Board of Trustees of February 26, 1951.

The next regular meeting of the Executive Committee of the Board will be held on Friday, April 20, 1951 at 12:30 p.m. in the new conference room of the Institute offices on the third floor at 2 West 45 Street. We plan to explore rather carefully at that time possible expansion of our work in nonacademic fields, and hope to have a full attendance. Please indicate on the enclosed postal card whether you will be able to attend. Card rec'd NO

The next regular meeting of the Board of Trustees will take place at 5:30 p.m. on Monday, May 14, 1951. Documentation will be coming later. Will you ask your secretary to note the date on your calendar?

Sincerely yours,

Donald J. Shank
Secretary

Enclosures

MINUTES
of the
MEETING OF THE BOARD OF TRUSTEES
of the
INSTITUTE OF INTERNATIONAL EDUCATION, INC.
HELD AT THE BILTMORE HOTEL, NEW YORK
(Adjourned from February 12, 1951)
February 26, 1951 - 5:45 P.M.

The following members of the Board of Trustees were present:

Arthur S. Adams	Frederick S. Dunn
Raymond B. Allen	Kenneth Holland
Sarah G. Blanding	J. Hillis Miller
Dudley B. Bonsal	Mrs. Maurice T. Moore
Erwin D. Canham	Dorsey Richardson
Harry J. Carman	Leland Rex Robinson
William G. Carr	Michael Ross
Stephen P. Duggan, Jr.	Mark Starr

The following persons were also present:

Donald J. Shank - Secretary
Pearl G. Purcell - Assistant Secretary
J. Charles Haidinger - Assistant Treasurer

Dr. Harry J. Carman, Chairman, called the meeting to order at 5:45 P.M.

1. Roll Call and Proxies

No proxies were necessary as more than a quorum was present.

2. Approval of Minutes

The minutes of the meeting of the Board of Trustees of November 13, 1950 and the Executive Committee meetings of January 19, 1951 and February 16, 1951 as previously distributed were moved, seconded and approved.

3. Financial Matters

The financial statement from July 1, to December 31, 1950 was moved, seconded and approved.

The revised operating budget for 1950-51 was presented by Mr. Holland, who pointed out that the increase from $677,350 to $924,125 was due to the fact that most of the contracts with the Department of State and the Department of the Army had only been recently consummated. Mr. Shank stated that the budget would have to be revised again in May as several contracts have not yet been signed.

It now appears that future Department of the Army contracts will provide optional partial advance payments which will eliminate the embarrassment experienced by the Institute with the reimbursable contracts. President Allen said that if it would be of assistance to the Institute, he would be glad to discuss the Army contracts with Mr. McNeal, Assistant Secretary of Defense.

A question was raised as to why the revised budget for the Fulbright program was larger. It was explained that additional countries are now included in the Fulbright program and that the Department of State had given the Institute the full contract funds requested this year which made it possible for the Fulbright Division to do a better job and to meet its deadlines.

A question was asked as to whether the Institute was being adequately reimbursed under government contracts. Several persons pointed out the relatively small overhead which government appeared to be paying as compared with the overhead on government research contracts with universities. Mr. Holland stated that a survey, financed by the Carnegie Corporation, would begin in March by the management firm of Cresap, McCormick and Paget to determine the cost of administering the Institute programs and to examine the over-all administrative organization. When this survey is completed, the Institute will be in a better position to request higher fees if the survey indicates that this would be appropriate.

The revised budget presented for 1950-51 was moved, seconded and adopted.

4. Quarterly Report of the President

Mr. Holland went over the highlights of the Staff Progress Report presented to the Board. In connection with appeals to foundations, he reported on his visits to four foundations in California during the week of February 19th, and that one of them, the Haynes Foundation, has already indicated it will give the Institute $4,000 for two fellowships. The Wattumull Foundation might continue to support Indian students although they have very limited funds. The Marsden Foundation appears likely to continue limited support to outstanding undergraduate students. The Rosenberg Foundation will make a decision on whether it will contribute to the IIE program in the near future.

Both Dr. Carman and Mr. Holland spoke about the outstanding job done by the National Selection Committee and the hard work, conscientiousness, and devotion they had given to the nomination of the Fulbright candidates.

5. Surveys

A. Evaluation of Exchanges

Mr. Holland pointed out the great need for a complete study and evaluation of exchanges. Such a study would be of great assistance in

improving exchange programs in all phases -- selection, placement, supervision, etc. The officers of the Institute did not feel that the Institute should make such a survey since it is an interested party, but the Social Science Research Council is calling a meeting next week to examine the possibility of such a study. The officers believe there are funds available from several foundations for such a study.

B. Request for Cataloguing of Foreign Students

The International Development Advisory Board (Technical Assistance Program) has asked the Institute to undertake the cataloguing of foreign students and trainees. This would involve: what they studied, where they are at present and what they are doing. The officers of the Institute feel that the two studies mentioned above are interrelated and should be worked out together. The Board gave its general approval to both studies subject to the availability of special funds.

6. Housing

Mr. Bonsal reported that he believes Countess Szechenyi is ready to receive an offer from the Institute. The Real Estate Branch of the Guaranty Trust Company had looked at the building and believes it is worth between three hundred and three hundred and fifty thousand dollars but that negotiations should begin at three hundred thousand. It appears likely that the Institute would have to pay taxes in the amount of approximately $12,800 for the first year until it receives its tax exemption. An estimate from an architect indicates repairs would cost at least $23,000 but probably more if major changes were made in the building. In answer to a question, Mr. Bonsal stated that he doubted whether a very large mortgage could be obtained on the building. It was also stated that maintenance for the building would be at least $18,000 a year. The officers indicated that if the house is purchased at $350,000, with a down payment of $100,000 and payments of $50,000 a year for five years, it would be necessary to raise approximately $100,000 (plus the money now held in the Laurence Duggan Fund) in order to carry the down payment plus the additional expenses involved during the first year.

The Board reiterated its former authority that the Housing Committee and the officers of the Institute continue to negotiate.

The question was again raised as to the possibility of quarters outside of New York City. The officers pointed out that this was not feasible because of the difficulty of foreign students reaching such headquarters and resulting inefficiencies when the staff has to be divided.

7. Educational Exchanges with Yugoslavia

The Board passed the following resolution regarding the exchange of students with Yugoslavia:

RESOLVED, that the officers of the Institute through the Department of State consult with the American Ambassador to Yugoslavia and other appropriate officials as to the feasibility of setting up procedures this year to bring a small number of Yugoslav students to this country for the 1952-1953 academic year.

8.

Mr. Shank reported that a book entitled This Deception by Hede Massing was to be published by Duell, Sloan and Pearce in March. This book which deals mainly with the Hiss case includes a chapter on Laurence Duggan. Although it is believed that no mention is made of the Institute in the book, it was pointed out that in some quarters questions may arise. This was furnished for the information of the Board.

Mr. Holland announced that the following would be guests at dinner:

Staff:

Jane Conner
Alice Dodds
Betty Drury
George Hall
John S. Hollister
Harry H. Pierson

Respectfully submitted,

DONALD J. SHANK
Secretary

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

February 1, 1951

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

In accordance with the decision of the Executive Committee to hold a special meeting before the general meeting of the Board of Trustees, arrangements have been made for the Committee to convene at the home of Mrs. Maurice T. Moore at 1000 Park Avenue, New York City at 5 P.M., Friday, February 16th. We hope to adjourn by 6:15 P.M.

No

The meeting of the full Board of Trustees on Monday, February 26th, will take place at the Biltmore Hotel at 5:30 P.M. in Suite 108. (The documentation for the meeting will be sent to you in advance.) Dinner will be served at 7 P.M.

No

Cards rec'd 2/7

Will you please indicate on the enclosed cards whether or not it will be possible for you to attend these meetings. If you cannot attend on February 26th, would you kindly return the attached proxy?

We look forward to seeing you at the meetings.

Sincerely yours,

Donald J. Shank
Secretary

Enc.

P.S. I am enclosing a memorandum from Mr. Holland regarding recent negotiations with the Ford Foundation.

CONFIDENTIAL

February 1, 1951

TO: The Board of Trustees

FROM: Kenneth Holland

SUBJECT: Presentation to the Ford Foundation

On Friday, January 12, 1951 a copy of our project "Builders for a Free World" was airmailed to Dr. Robert Hutchins in Pasadena, California with a covering note from Mrs. Maurice T. Moore, Vice Chairman of the Board of Trustees. On the same day, a copy signed by the Chairman of the Board of Trustees went to Mr. Paul Hoffman in his New York office.

On January 19, 1951 I received a telephone call from Dr. Hutchins from Pasadena. He said he was very much interested in the proposal which had come to him with a covering letter from Mrs. Beth Moore and his only question really was whether it would be possible to get 500 leaders to this country and handle them efficiently and really make the impression that we want to make. He said it was important to create the right impression and if a man got on the wrong train, he probably would get the wrong impression. It was the purely mechanical things about which he was concerned. He suggested that I talk with Mr. Gladieux, who represents the Ford Foundation in New York (at the Drake Hotel) and explain to him that I was calling at the suggestion of Dr. Hutchins. He suggested also that I see Mr. Joyce in ECA and the people who run the Fulbright program, saying that I was calling at the suggestion of Mr. Hoffman. I told him that I had already been in touch with the Fulbright people and that they were fully aware of what we were intending to do, but that I had not been in touch with Mr. Joyce.

The Ford Foundation, according to Dr. Hutchins, is very interested in exchange of persons programs and is receiving a great many requests for funds to finance them; for example, Vincent Sheehan's plan to bring Untouchables to the United States; the Salzburg Seminar; the University of Chicago Exchange of Professors with the University of Frankfurt; and many projects from learned societies. Dr. Hutchins said he thought exchange of persons projects like these were terribly important, but since the Ford Foundation does not want to operate programs of this type directly, he wondered if the Institute would be willing to act as the Ford Foundation's agent in receiving and deciding upon such requests for assistance. He said it would mean a reorganization of some of our procedures and plans and they would like to have a representative on our Board of Trustees. I told him that such a plan appealed to me very much, but would have to be approved by the Executive Committee of the Board of Trustees before I could give him any final word.

Dr. Hutchins said he would like to talk over some of these problems with Dr. Carman and me. He said he would be in Chicago January 22nd to 26th and in New York on the 26th, 27th and 28th and would like to see Dr. Carman and me on Saturday, January 27th, at 10 A.M. at the Ford Foundation offices in the Drake Hotel.

In accordance with Dr. Hutchin's suggestion, I talked with Mr. Gladieux and he told me that we might as well know that they were very much interested in the proposal that we had submitted and that once a decision was made, he would like to talk with me about the budget, administrative set-up, etc. The discussion was very cordial and I subsequently sent to Mr. Gladieux basic information on the Institute, saying that I would be available to talk with him at his convenience. I was unable to see or talk with Mr. Joyce because he was in Europe on a trip for ECA. I felt it unnecessary to talk with the members of the Board of Foreign Scholarships of the Fulbright program or State Department members since I had previously presented our plan to them and received their general approval of it.

On Saturday, January 27th, Dr. Harry Carman and I met with Dr. Robert Hutchins, Mr. Chester Davis, Mr. Scott Fletcher and Mr. Bernard Gladieux of the Ford Foundation staff in their temporary offices in the Drake Hotel in New York City. Unfortunately, the weather prevented the arrival of Mr. Paul Hoffman in time to attend this meeting.

Mr. Hutchins began the discussion by stating that he felt he could say for the Committee that there was general interest in the proposal of the Institute with which all agreed. The members of the staff of the Ford Foundation then discussed with us the project which we had previously submitted to them. Mr. Hutchins indicated that while the Ford Foundation was not yet in a position to act on many projects, he felt that this one was of such a nature to be a priority and that it should be given consideration at this time. The questions of the Ford Foundation staff were directed primarily at how we would handle the foreign visitors after they arrived in this country and Dr. Carman and I felt that we outlined both the experience of the Institute in this type of work as well as its potentialities. So far as acting as the agent of the Ford Foundation on exchange of persons projects, Dr. Hutchins indicated that they were giving this active consideration since they did not wish to duplicate existing institutions. He stated that they were planning to establish an institute for adult education, but to use existing institutes in other fields. He seemed to appreciate the general statement which Dr. Carman and I made about the plans of the Institute for undertaking this responsibility for the Ford Foundation if the Foundation requested it. No decision, of course, was made by the group during the discussion and the only word received from any one of the group since that time was a statement by Mr. Chester Davis, when I saw him subsequently at a dinner given by Charles Dollard for Mr. Paul Hoffman, that we would be hearing from them.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"
European Office: 173 Boulevard Saint-Germain, Paris (VIe) France · Washington Office: 1530 P Street, N.W., Washington 5, D. C.

Corres

January 2, 1951

No
card yet

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

With reference to Dr. Carman's letter of December 18th concerning a regular date for Executive Committee meetings, the majority of the Committee have indicated that a luncheon meeting on the third Friday of the month would be most convenient. Therefore, the next meeting of the Executive Committee will be held January 19th, 12:30 p.m. at the Columbia University Club. Will you kindly return the attached card indicating whether or not you will attend.

We realize how difficult such a time is for you, but if you can only attend on occasion, we will understand. Next year the Nominating Committee may want to reshuffle Executive Committee assignments.

Enclosed are the minutes of the last meeting of the Board of Trustees held on November 13th, 1950. The next meeting of the Board, in accordance with our By-Laws, is scheduled for the second Monday in February - the 12th. However, this is Lincoln's Birthday and we are therefore changing the date to Monday, February 26th, at the regularly scheduled time of 5:30 p.m. We will send you the usual card, to check on your attendance, at a later date.

Will you kindly have your secretary note your calendar for Executive Committee meetings on the third Friday of each month (except those months when a full Board meeting is scheduled) and for the Board meeting on February 26th.

Sincerely yours,

Donald J. Shank
Secretary

Enc.

P.S. The new program is swell. We all listen to it regularly!

MINUTES
of the
MEETING OF THE BOARD OF TRUSTEES
of the
INSTITUTE OF INTERNATIONAL EDUCATION, INC.
HELD AT BILTMORE HOTEL, NEW YORK
MONDAY - NOVEMBER 13, 1950 - 5:30 P.M.

The following members of the Board of Trustees were present at the meeting on November 13, 1950:

Sarah G. Blanding
Dudley B. Bonsal
Harry J. Carman
Everett N. Case
Arthur H. Compton
Frederick S. Dunn (after report of Nominating Committee)
Kenneth Holland
Walter M. Kotschnig
Mrs. Sam A. Lewisohn
Benjamin E. Mays
J. Hillis Miller
Mrs. Maurice T. Moore
James M. Nicely
Leland Rex Robinson
Mark Starr
George D. Stoddard
Ordway Tead

The following also were present:

Donald J. Shank - Secretary
Pearl G. Purcell - Assistant Secretary
J. Charles Haidinger - Assistant Treasurer

Miss Sarah Blanding, Acting Chairman, called the meeting to order at 5:30 p.m. and presided until after the report of the Nominating Committee, at which time the new Chairman, Dr. Harry J. Carman, assumed the chair.

1. Roll Call and Proxies

Mr. Shank announced that Professor Frederick Dunn had been invited to attend the meeting after the presentation of the report of the Nominating Committee.

No proxies were necessary as more than a quorum was present.

2. Approval of Minutes

The minutes of the meeting of the Board of Trustees of May 22, 1950 (adjourned from May 8), and the Executive Committee of October 13, 1950, as previously distributed, were moved, seconded and approved.

3. Report of the Nominating Committee

Before the presentation of the full report, Mr. Bonsal presented an amendment to Article II, Section 2 of the By-Laws, as follows:

> "After October 1, 1948, no person who shall have reached the age of 65 years shall be eligible for election or re-election as a member of the Corporationor of the Board of Trustees, unless declared eligible at any annual meeting of members for a term of not more than one year.

Underlining constitutes proposed amendment.

This amendment was adopted unanimously and the following resolution passed:

RESOLVED, that Harry J. Carman is declared eligible for a term not exceeding one year.

Mrs. Lewisohn then presented the report of the Nominating Committee, pointing out that since the meeting of the Committee Mr. Rockefeller and Mr. Whitney had signified their unavailability to accept membership on the Board. Inasmuch as this information had only been received in the past day or two, there had not been sufficient time to consult the alternates.

Mrs. Lewisohn reported the expiration of the terms of Dr. Hovde, Dr. Sproul and Dr. Zook. The Board requested that the staff in cooperation with Mrs. Lewisohn prepare appropriate resolutions expressing appreciation for their services.

The resignation of Bess N. Trinks from the Institute staff and Assistant Secretaryship of the Board was also announced, and the staff was instructed to prepare a separate resolution expressing deep appreciation for her services.

Upon motion made and duly seconded, the following persons nominated by the Committee were unanimously elected to serve in the positions specified:

Chairman	Harry J. Carman
1st Vice Chairman	Mrs. Maurice T. Moore
2nd Vice Chairman	Lindsay Bradford
President	Kenneth Holland
Vice President	Donald J. Shank
Secretary	Donald J. Shank
Assistant Secretary	Mrs. Pearl G. Purcell
Treasurer	James M. Nicely
Assistant Treasurer	J. Charles Haidinger
	Harry H. Pierson

4. Resolution regarding Dr. Stephen Duggan

The Resolution of the Executive Committee was amended as follows:

RESOLVED, that there be established, the Stephen Duggan Memorial Lectures, to be given each year in the United States by a distinguished scholar or dignitary from abroad, on a subject pertinent to the cause of world understanding.

Mr. Shank announced a contribution of $500 from Dr. Max Ascoli upon Dr. Duggan's death, which will be used for these lectures. Members of the Board recommended that a list of friends of Dr. Duggan, be prepared and that a letter be sent them advising of the establishment of these lectures and of the contribution.

5. Report of the Auditing Committee

Dr. Robinson presented the Report and expressed the gratification of the Auditing Committee at the financial position of the Institute. The Committee commended the administration, particularly the office of the Administrative Officer, for a good job. It was pointed out that the surplus covered two years, and not one.

The report of the Auditing Committee, with the correction inserted was moved, seconded, and approved.

6. Fiscal Report: July 1 through September 30, 1950

Members of the Board expressed concern regarding the item "Excess of Expenditures Over Receipts - $59,604.02".

Mr. Shank reported that the delay in billing the Department of the Army for expenditures on the reimbursable contract accounted for this situation. Additional help has been supplied in the Fiscal Division to speed up this action.

7. Signing Authorities

Upon motion duly made and seconded, the following resolution, authorizing certain changes in signing authority for the Institute's bank accounts, was approved:

RESOLVED, that Mr. Harry H. Pierson be elected an Assistant Treasurer of the Institute of International Education, and that Mr. Harry H. Pierson and Mrs. Pearl G. Purcell be authorized to sign checks as Officers of the Corporation on the Institute's account with the Guaranty Trust Company. That Major Saxor be authorized to sign checks for the Institute's account with the American Trust Company, San Francisco, California.

8. Transfer of Refugee Scholar Fund

The following resolution was moved, seconded and carried:

RESOLVED, that the officers of the Institute are hereby authorized to terminate activities with regard to the refugee program of the Student Service of America, Inc., and to dissolve the Fund existing under that program by turning over to the World Student Service Fund such monies as may now be in the Fund.

9. Administrative Matters

Mr. Shank reported that negotiations were being carried on with Cresap, McCormick & Paget and other firms to conduct a cost survey of the administration of IIE contracts. The results of this survey would guide the Institute in signing contracts with the government.

Mr. Holland reported that the Staff Association of the Institute had called to the attention of the Officers a serious salary situation, requested authorization from the Board to make salary adjustments as follows:

> An increase of 5% for employees earning up to $3000, and 2 1/2% for those earning between $3000 and $5000; and an additional 1 1/2% to cover Social Security for those earning up to $3000. This was not as much as the Staff Association had asked, and they therefore asked for reconsideration of the salary question on January 1, 1951.

The Board was concerned that each individual assume responsibility for paying his Social Security, and therefore the resolution presented was amended as follows:

> RESOLVED, that the salaries of all Institute employees under $3000 be increased 5%, and all from $3000 to $5000 be increased 2 1/2%, effective September 1, 1950; and that the salaries of those under $3000 who vote to enter the Social Security Plan be increased an additional 1 1/2% after January 1, 1951.

It was further RESOLVED, that before the next meeting of the Board of Trustees, the Executive Committee is charged with the responsibility of meeting to examine the salary scales of the Institute and to compare it with similar payrolls in the city.

It was further resolved that the Executive Committee study with the officers the salary scales of the Institute before the next full meeting of the Board.

Mr. Shank reported that Miss L. Sutherland was now of retirement age, but that arrangements have been made for her to continue on a reduced schedule but on work which is necessary to the Institute.

It was moved, seconded and approved, that the employment of Lillie Sutherland be extended for 18 months on a part-time basis.

10. Housing

Mr. Bonsal reported that negotiations are being carried on to lease an additional floor at 2 West 45th Street which would relieve the immediate problems. He cautioned that even if it were necessary to pay a penalty, the lease should have a "right of termination" clause. He also reported the continued search for a house, and the negotiations with the Carnegie Endowment for space in their building which might be finished in about two years.

The officers were asked to study the possibility of moving most of the functions of the Institute out of New York City.

The Chairman thanked Mr. Bonsal and his colleagues on the Housing Committee for their untiring efforts and continual search.

11. Leaders for a Free World

Mr. Holland first expressed his appreciation to the Board for their patience on the delay in his coming to the Institute.

In presenting the report on "Leaders for a Free World", he emphasized that it was still in a "draft" stage. He had tried to study and determine what direction the work of the Institute should take, and although it had carried on important work for many years, it was probably time to reassess and perhaps redirect it. He felt that one of the greatest problems of emerging, or even old, democracies is "leaders" or trained personnel. He therefore feels that the Institute should direct its work toward the specific needs of particular countries. He explained that in preliminary talks with officials of UN, the Technical Assistance Committee, the Department of State, it was apparent that there were many areas in which the work of the Institute would be most helpful.

Mr. Holland emphasized that if the Board approved the plan, it would require the active participation of all Board Members and he hoped they would help in the over-all planning and carrying out of the program. It would be necessary to have many committees -- committees for each country, regional committees, subject committees, etc. He also hoped that Board members would be able to travel, at home and abroad, in carrying out this plan.

During the discussion which followed this presentation, doubts were expressed concerning the title "Leaders for a Free World" as it might be misunderstood in some countries and among certain groups.

The following resolution was moved, seconded and approved, with the understanding that the sub-committee would explore the possibility of a new title:

RESOLVED, that the Board of Trustees express its general approval of the proposed Commission on Leaders for a Free World, and that the Chairman appoint a sub-committee of five persons to work with the officers of the Institute in developing interest and support for this program.

Mr. Holland announced that the following would be guests at dinner:

Staff:

Harriet Bermingham
Edna Duge
George Hall
John S. Hollister
Nuvart Parseghian
Harry H. Pierson
David B. Wodlinger

Students & Leaders:

Gloria Abate Cuffini (Peru)
Allan George Davis (Great Britain)
Taiichiri Egawa (Japan)
Lennart Henrikson (Finland)
Mary Paleologus (Greece)
Mary Street (U.S.)

Respectfully submitted,

DONALD J. SHANK
Secretary

RESOLUTIONS ADOPTED BY THE BOARD OF TRUSTEES

At the Meeting of November 13, 1950

Bryn J. Hovde

RESOLVED: that the deep appreciation of the Board of Trustees be extended to Bryn J. Hovde for his devoted service as a trustee of the Institute of International Education since April 10, 1946. His valued assistance as a member of the Committee on Professors and Lecturers, as Vice Chairman of the Board, and in numerous other capacities, contributed much to the development of the Institute over the last four years. The best wishes of those who have worked with Bryn Hovde go to him in his new undertakings in Norway.

Robert G. Sproul

RESOLVED: that the Board of Trustees express to Robert G. Sproul, President, University of California, its deep regret on the expiration of his term on the Board. As one of the first members of the Institute's Board from the west coast, his interest has added greatly to the growth of our work, and we are pleased that two of our new members come from the West. We know that we can count on the continued interest of President Sproul in, and support of, the aims of the Institute.

George F. Zook

RESOLVED: that the Board of Trustees of the Institute express its deep appreciation to George F. Zook, President, American Council on Education, for his sound contributions to the activities of international exchange in his years of service to the Institute. The close and continuing interrelations of the Council and the Institute mean much to all of us. Dr. Zook's constant readiness to be of service in advancing the programs and planning of the Institute, his contributions to UNESCO and his international educational statesmanship will be sorely missed upon his retirement from the Board. The sincere good wishes of all his fellow members go with him. We know that he will be pleased that his successor at the American Council on Education has accepted election to our Board.

Bess N. Trinks

RESOLVED: that the Board of Trustees note with deep regret the resignation of Bess N. Trinks from the staff of the Institute effective December 31, 1950. In her years of service at the Institute in the Foreign Student Program, in the Development and Information Program, and as Assistant to the President, she has made a distinguished record for herself. We of the Board have been particularly appreciative of her duties in recent years as Assistant Secretary of the Corporation, and all the members will miss the association with her. We record herewith our sincere best wishes for her future happiness.

Mr. Edward R. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION
2 West 45th Street, New York City 19

IIE Memos SP

MEMORANDUM

August 24, 1950

TO: The Executive Committee
FROM: Donald J. Shank
RE: Bank Account Signing Authority

I. Last year the Trustees authorized the opening of an account with the American Trust Company in San Francisco to enable the Institute to service the students arriving on the West Coast. At that time Mrs. Marion W. Jenkins, of the State Department, was handling the reception. This year Major Howard C. Aylesworth, of the Department of the Army, offered to provide reception services. In addition, due to the large number of students arriving, Mr. George Hall, director of our Washington office, took charge of the reception of a large group of Japanese students. We, therefore, authorized Major Aylesworth and Mr. George Hall as signers for the American Trust Company account.

The administrative officers of the Institute seek the Executive Committee's approval of this authorization.

II. The resolution presented below requests authority also for additional co-signers on the Institute's account with the Guaranty Trust Company.

Due to the increase in programs now under Institute sponsorship, it has become difficult for the two authorized co-signers to handle the volume of work. Authority is therefore requested to appoint Mr. Snead and Mrs. Jones as additional co-signers of the Institute's main account with the Guaranty Trust Company. Mr. Snead has been with the Institute since April 1947 and is responsible for the disbursement of student funds. Mrs. Jones has been with the Institute since January 1948 and is responsible for the disbursement of operating funds.

III. With Kenneth Holland officially taking up his duties as president of the Institute shortly after Labor Day, it will be necessary to obtain authorization of his signature as an officer of the Institute.

PROPOSED RESOLUTION:

RESOLVED, that Aldine K. Snead and Mrs. Rae R. Jones, members of the Accounting Department of the Institute of International Education, are individually authorized and directed to sign checks and other orders for the payment of monies as co-signers for the Institute's main account with the Guaranty Trust Company, New York, and further

RESOLVED, that Kenneth Holland, president of the Institute of International Education is authorized and directed to sign checks and other orders for the payment of monies as an officer, for the Institute's main account with the Guaranty Trust Company, New York.

(Please return the attached duplicate copy)

July 11, 1950

Dear Don:

Thanks for yours of the 29th. I have made note of the dates of the meetings.

As to the time, luncheon meetings would be more satisfactory to me because of my broadcasting schedule.

As ever yours,

Mr. Donald J. Shank, Secretary
Institute of International Education
2 West 45th Street
New York 19, New York

Corres.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

June 29, 1950

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

My dear Mr. Murrow:

I enclose herewith the minutes of the May 1950 meeting of the Board of Trustees of the Institute.

Will you please request your secretary to record on your date book the stated meetings for the coming year? According to the by-laws of the Institute, the Board of Trustees meets on the second Monday of November, February and May. These dates will fall on November 13, 1950, February 12, 1951, and May 14, 1951.

The members of the Board were exceedingly anxious to assure a larger attendance at future meetings. As you know, we have been scheduling the meeting for 5:30 P.M. and closing after dinner at approximately 9 P.M. Will you please indicate whether this time is satisfactory to you, or whether you would prefer a luncheon or dinner session. I believe that we can usually complete our necessary business in a two hour session.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Prefer lunch

Enclosures

MINUTES
of the
MEETING OF THE BOARD OF TRUSTEES
of the
INSTITUTE OF INTERNATIONAL EDUCATION, INC.
HELD AT BILTMORE HOTEL, NEW YORK
(Adjourned from May 15, 1950)
May 22, 1950 - 5:45 P.M.

The following members of the Board of Trustees were present at the meeting on May 22, 1950, which had convened and adjourned because of the absence of a quorum on the stated date of May 15, 1950:

Dudley B. Bonsal
Bryn J. Hovde
Mrs. Samuel A. Lewisohn
Mrs. Maurice T. Moore
Dorsey Richardson
Leland Rex Robinson
Donald J. Shank (acting for Kenneth Holland)
George N. Shuster
Ordway Tead

The following also was present:

J. Charles Haidinger, Assistant Treasurer

Dr. Robinson, serving as acting chairman, called the meeting to order at 5:45 and presided until the chairman, Dr. Shuster, assumed the chair.

1. Approval of Minutes

The minutes of the meeting of the Board of Trustees of February 1, 1950, as previously distributed, were moved, seconded and approved.

2. Resignations from the Board

Mr. Shank read to the Board a letter from Dr. George N. Shuster indicating that the acceptance of the position of State Commissioner for Bavaria in the American Zone of Germany would require his absence from the country for the forthcoming year. The Board moved, seconded and approved the acceptance of the resignation of Dr. Shuster, and instructed the Secretary to transcribe on the minutes of the meeting and to transmit to Dr. Shuster the following resolution:

> To George N. Shuster for his splendid leadership as Chairman of the Board of Trustees of the Institute of International Education from November 15, 1948 to May 22, 1950, the Trustees extend their deep and affectionate appreciation.

Best wishes go with him as he takes up responsibilities as State Commissioner for Bavaria in the American Zone of Germany.

The Trustees will miss his good counsel, but will anticipate his return to this country, and the early resumption of active membership on the Board of the Institute.

Mr. Shank presented a letter dated April 4, 1950, addressed to President Shuster from Arthur W. Packard, indicating that for health reasons he had found it necessary to reduce his program of activities and to resign from membership on the Board of Trustees. The Board moved, seconded and approved the acceptance of the resignation of Mr. Packard and instructed the Secretary to transcribe on the minutes of the meeting and to transmit to Mr. Packard the following resolution:

The Board of Trustees expresses its deep appreciation to Arthur Packard for his many years of constructive work on behalf of the Institute.

In his capacities as a member of the staff and of the Board, he has been extremely valuable in directing the course of international education. His contributions to the recent reorganization of the Institute merit the continuing appreciation of all who believe in international educational exchange.

With reluctance the Board accepts his resignation at this time. It trusts that his advice and friendship may be, as always, available, and it hopes that his health will soon permit the renewal of his close association with the Institute's work.

Mrs. Lewisohn, as a member of the Nominating Committee, indicated that it would be important to receive from all members of the Board suggestions of possible additional persons who should be considered for election at the November 1950 meeting. Mrs. Lewisohn requested the staff to prepare for the Nominating Committee and the Board an analysis of the by-laws of the Institute which provide that "After October 1, 1948, no person who shall have reached the age of 65 years shall be eligible for election or reelection as a member of the corporation or the Board of Trustees." The opinion was expressed that the provision of three-year terms provided sufficient protection to keep the membership of the Board fluid.

3. Fiscal Report: July 1, 1949 to April 30, 1950

The financial statement for the first three quarters of the current fiscal year (Appendix A) was presented for the information of the trustees. This indicated that the Institute is in a good financial position. Mr. Shank requested that the budget for the current fiscal year, as amended on November 14, 1949, in the total sum of $515,177.00, be amended to total $566,200.00. The major readjustments required for the current fiscal year were due to the negotiation of additional contracts with the Department of the Army and the State Department.

It was moved, seconded and approved that the operating budget of the Institute for 1949-1950 be amended to total $566,200.00 in accordance with the sheets attached to these minutes (Appendix B).

It was moved, seconded and approved that the officers of the Institute are hereby authorized to transfer the balance of the reserve account for the fiscal year 1949-1950 to the Laurence Duggan Fund and to set up any remaining balance from the fiscal year 1949-1950 in a Performance Reserve Account for the fiscal year 1950-1951 in the statement of assets and liabilities.

It was moved, seconded and approved that the Secretary be instructed to transmit to the officers of the Carnegie Corporation and to the Commonwealth Fund the sincere appreciation of the Board of Trustees for the Grants respectively of $150,000.00 and $25,000.00 for the general operations of the Institute.

4. Budget: 1950-1951

Mr. Shank presented the operating budget for the year 1950-1951 totaling $677,350.00. He indicated that the staff had used the approximate level of private giving and governmental contracts in arriving at the anticipated operations for the year beginning July 1, 1950. The 1950-1951 budget provides for the complete absorption of the expenses of the European office in Paris in the Institute's operating statement. The only additional personnel covered in the new budget are the President, his assistant and secretary, and a possible field representative to work with colleges and universities in this country. Small salary adjustments for selected staff members are included. Mr. Robinson asked if the new budget provided necessary personnel and resources for the Institute to undertake new activities which it might be requested to perform under the new Point Four program. The Vice President replied that the staff had had informal conferences with the State Department regarding the Point Four program, but that no estimates had been made of possible expenditures because of the uncertainty in Washington regarding the whole matter. He indicated that any necessary revisions in the budget could be authorized by the Executive Committee and submitted to the full Board for approval at the November meeting. It was moved, seconded and approved that the Institute's operating budget in the sum of $677,350.00 be approved.

5. Quarterly Staff Progress Report

Mr. Shank emphasized several points in the quarterly report which had been mailed to all Trustees.

He pointed out particularly the donation of 25 round-trip travel fellowships for Latin America by Braniff Airways, which supplement the travel fellowships administered by the Institute through the generosity of Pan American World Airways. It was moved, seconded and approved that the Secretary be instructed to express to the President of Braniff Airways the appreciation of the gift of these travel fellowships.

He indicated that Dr. John E. Englekirk of Tulane University had accepted the invitation to serve as Director of the European office of the Institute for 1950-1951, to succeed Dr. Albert George, who must return to his duties at Syracuse University.

Increased field activity in colleges and universities throughout the country during April and May of 1950 was reported to the Board. The consensus of opinion of the staff members who participated was that the Institute should encourage its staff members to spend as much time as possible in the field.

Mr. Shank pointed out that since the last meeting of the Board at which the relations with the Iron Curtain countries was discussed, reports have been received that three additional Institute fellows had been asked to leave Czechoslovakia. He also reported that no response had been received from Prague to the Institute's earlier inquiries regarding the continuation of the exchange program in 1950-1951. It appears, therefore, that the present exchange will be suspended at the end of the current academic year. It was moved, seconded and approved that the Vice President receive the deep thanks of the Board for excellent quarterly reports.

6. Housing Committee

Mr. Bonsal, chairman of the Housing Committee, reported that no additional foundation grants other than the pledge from the Davella Mills Foundation had yet been received to finance the proposed headquarters building. He indicated that personal appeals had been made to one philanthropist regarding the needed building and that the committee and the staff were continuing to explore all possible means of financing the much-needed headquarters building.

7. Institute Personnel Policies and Practices

Mr. Shank presented for the information of the Board a copy of the mimeographed document, "Personnel Policies and Practices of the Institute," prepared cooperatively by Mr. Haidinger and the Staff Committee. With the increase in personnel it has become necessary to codify many of the personnel procedures.

8. Adjournment

Mr. Shank announced that the following staff members would join the trustees at dinner:

Alice A. Adanalian, Head, Division of Specialized Personnel
Alice Dodds, Head, Asia-Africa-Pacific Division
Edna Duge, Head, Inter-American Division
George Hall, Director, Washington Office
Vandi V. Haygood, Head, Placement Coordination Division
Harry H. Pierson, Director, Foreign Student and Specialist Program
David B. Wodlinger, Director, United States Student Program

The meeting was adjourned at 7:15 P.M.

Respectfully submitted,

DONALD J. SHANK
Secretary

INSTITUTE OF INTERNATIONAL EDUCATION

FINANCIAL STATEMENT

April 30, 1950

ASSETS

CASH ON DEPOSIT

Guaranty Trust C
Guaranty Trust C
Guaranty Trust C
American Trust C

PETTY CASH ON HAND

New York Office
Washington, D. C

ACCOUNTS RECEIVABL

Operating Funds
Student Funds

INVESTMENT ACCOUNT

Guaranty Trust C
U. S. Government

LENORA LINDSLEY EN

Guaranty Trust C
Principal Accou
Cash
Securities

Income Account:
Cash

INSTITUTE OF INTERNATIONAL EDUCATION
Statement of Financial Position as at April 30, 1950

T		
st Co.-Regular	$137,906.51	
st Co.-Custodian	715.84	
st Co.-Paris	217.32	
st Co.-San Francisco California	302.17	139,141.84
HAND		
ice	1,800.00	
D. C. Office	400.00	2,200.00
VABLE		
nds - (Schedule "E")	6,544.50	
s - (Schedule "F")	78,048.63	84,593.13
OUNT		
st Co. - Custodian		
ment Securities		300,430.74
Y ENDOWMENT FUND		
st Co. - Custodian		
ccount:		
	10,918.89	
	39,289.14	
	50,208.03	
nt:		
	1,506.56	51,714.59
		$578,080.30

LIABILITIES AND FUNDS

ACCOUNTS PAYABLE		
Sundry	$ 15.28	
Student Insurance Premiums	324.00	
New York State Income Tax Withheld	218.71	
American Airlines, Inc.	2,769.48	
University of Vienna Summer School	1,820.00	
British Summer Schools 1950	8,126.00	13,273.47
SPECIAL FUNDS		
National Association of Foreign Student Advisors		1,123.97
DEFERRED INCOME		
African Program 1950-51		6,800.00
LENORA LINDSLEY ENDOWMENT FUND		
Principal	50,208.03	
Income	1,506.56	51,714.59
STUDENT FUNDS - (Schedule "D")		449,460.97
OPERATING FUND		
Surplus - July 1, 1949	8,027.28	
Add: Excess Income over Expenditures (7-1-49 to 4-30-50)	47,680.02	55,707.30
		$578,080.30

INSTITUTE OF INTERNATIONAL EDUCATION

Summary Statement of Operating Income and Expenditures for the Ten Months Ended April

	Budget 1949-50	Monthly Budget	ACTUAL Totals 2-28-50	March 1950	April 1950	Total 4-30-
Total Income - (Schedule "A")	515,177.00	42,930.00	383,245.72	28,765.89	38,036.12	450,0
Total Expenditures - (Schedule "B")	515,177.00	42,930.00	300,605.84	47,346.75	54,415.12	402,3
Balance to Operating Fund	----	----	82,639.88	(18,580.86)	(16,379.00)	47,6

pril 30, 1950

otals -30-50	Budget Balance
50,047.73	65,129.27
02,367.71	112,809.29
47,680.02	47,680.02

Stat

GENERAL:
Carnegie Corporation-
Carnegie Corporation-
Rockefeller Foundatio
New Foundations
Corporations
Universities and Colle
Individuals
Income from Investment

SERVICE FEES
American Field Servic
IRSIA (Belgium)
British Summer Schoo
SENAI (Brazil)
Turkish Sugar Refiner
Insurance
National Education As
Palestinian - Arab Lo
UNESCO Fellowships
American Fdtn. for Ph
Miscellaneous Service
Korean Government
Esso Scholarships
Artists Exchange Prog
AACTE
Insurance Premiums -
Asociacion Nacional d
"Atlantique"-French A
African Program
ACE - Austrian Leader
Austrian Summer Scho

Totals Forward

Schedule "A"

tatement of Operating Income for the Ten Months Ended April 30, 1950

	Budget 1949-50	Monthly Budget	ACTUAL Totals 2-28-50	March 1950	April 1950	Totals 4-30-50	Budget Balance
on-Regular	100,000.00	8,330.00	87,500.00	----	12,500.00	100,000.00	----
on-Expansion	50,000.00	4,165.00	25,000.00	----	25,000.00	50,000.00	----
tion	50,000.00	4,165.00	31,250.00	18,750.00	----	50,000.00	----
	70,000.00	5,830.00	23,015.00	----	----	23,015.00	46,985.00
	5,000.00	420.00	1,000.00	300.00	----	1,300.00	3,700.00
olleges	15,000.00	1,250.00	10,575.00	1,075.00	1,050.00	12,700.00	2,300.00
	10,000.00	840.00	1,205.00	25.00	1,785.00	3,015.00	6,985.00
ments	----	----	322.62	102.57	187.78	612.97	(612.97)
	300,000.00	25,000.00	179,867.62	20,252.57	40,522.78	240,642.97	59,357.03
vice	1,000.00	80.00	500.00	250.00	----	750.00	250.00
	750.00	60.00	329.46	----		329.46	420.54
ools 1949-50	4,670.00	390.00	206.00	388.00	4,076.00	4,670.00	----
	1,000.00	80.00	500.00	----	----	500.00	500.00
neries	1,400.00	120.00	676.94	312.40	----	989.34	410.66
	1,000.00	80.00	1,632.50	191.50	170.00	1,994.00	(994.00)
Association	2,400.00	200.00	2,800.00	300.00	----	3,100.00	(700.00)
Loan Fund	900.00	80.00	990.00	----	----	990.00	(90.00)
	1,350.00	110.00	550.00	300.00	----	850.00	500.00
Pharm. Education	200.00	20.00	----	----	----	----	200.00
ice Fees	500.00	40.00	27.41	2.93	8.60	38.94	461.06
	3,150.00	260.00	2,600.00	----	----	2,600.00	550.00
	600.00	50.00	450.00	----	----	450.00	150.00
rogram	----	----	2,028.32	----	----	2,028.32	(2,028.32)
	----	----	450.00	----	----	450.00	(450.00)
- Prior Years	----	----	145.50	18.00	----	163.50	(163.50)
l de Industriales	----	----	200.00	----	----	200.00	(200.00)
h American Assn.	----	----	200.00	200.00	----	400.00	(400.00)
	----	----	7,500.00	----	(6,800.00)	700.00	(700.00)
ders	----	----	495.00	275.00	----	770.00	(770.00)
hools	----	----	----	500.00	(500.00)	----	----
	18,920.00	1,570.00	22,281.13	2,737.83	(3,045.40)	21,973.56	(3,053.56)
	318,920.00	26,570.00	202,148.75	22,990.40	37,477.38	262,616.53	56,303.47

Schedule "A" (Continued)

Statement of Operating Income for the Ten Months Ended April 30, 1950

	Budget 1949-50	Monthly Budget	ACTUAL Totals 2-28-50	March 1950	April 1950	Tota 4-30
Totals Forward	318,939.00	26,570.00	202,148.75	22,990.40	37,477.38	262,
PUBLICATIONS						
News Bulletin	4,500.00	375.00	3,272.35	181.20	131.68	3,
Application Forms and Publications	---	---	454.36	65.50	79.24	
Sales - "Meet the U.S.A."	---	---	346.01	41.54	341.82	
	4,500.00	375.00	4,072.72	288.24	552.74	4,
U.S. GOVERNMENT CONTRACTS						
SAE-906 Latin American-Placement	16,400.00	1,365.00	16,400.00	---	---	16,
SAE-906 Latin American-Sup.,C&G.	12,370.00	1,030.00	12,370.00	---	---	12,
SCC-2170 Fulbright	82,550.00	6,880.00	82,550.00	---	---	82,
SCC-2170 Smith-Mundt (East Hem.)	53,410.00	4,450.00	53,410.00	---	---	53,
3-130 Army (Students)	19,000.00	1,590.00	7,744.25	5,487.25	6.00	13,
— ECA British Engineers	---	---	3,700.00	---	---	3,
L125-133 Army (Japanese Leaders)	---	---	850.00	---	---	
	183,730.00	15,315.00	177,024.25	5,487.25	6.00	182,
SURPLUS (1948-49)	8,027.00	670.00	---	---	---	
TOTAL INCOME	515,177.00	42,930.00	383,245.72	28,765.89	38,036.12	450

Totals 4-30-50	Budget Balance
262,616.53	56,303.47
3,585.23	914.77
599.10	(599.10)
729.37	(729.37)
4,913.70	(413.70)
16,400.00	—
12,370.00	—
82,550.00	—
53,410.00	—
13,237.50	5,762.50
3,700.00	(3,700.00)
850.00	(850.00)
182,517.50	1,212.50
—	8,027.00
450,047.73	65,129.27

Salaries
Annuities
Staff Health Insurance
Professional Services
Rent
Light
Stationery and Office
Furniture and Fixtures
Insurance
Miscellaneous Office E
Postage
Telephone
Telegrams and Cables
Printing and Multigrap
News Bulletin
Books and Magazines
Membership and Contrib
Travel
Entertainment
Contingencies
Reserve

Total Expenditures

Schedule "B"

Statement of Operating Expenditures for the Ten Months Ended April 30, 1950

	Budget 1949-50	Monthly Budget	ACTUAL Totals 3-28-50	March 1950	April 1950	Totals 4-30-50	Budget Balance
	350,000.00	29,170.00	207,427.52	34,354.54	36,736.44	278,518.50	71,481.50
	7,700.00	640.00	4,276.81	476.57	496.96	5,250.34	2,449.66
ance	1,000.00	80.00	573.14	67.33	67.33	707.80	292.20
ces	1,500.00	125.00	1,393.98	49.58	100.00	1,543.56	(43.56)
	35,000.00	2,920.00	20,707.03	3,129.80	3,502.42	27,339.25	7,660.75
	1,900.00	160.00	919.50	183.54	164.27	1,267.31	632.69
ice Supplies	10,500.00	875.00	6,208.13	634.00	452.80	7,294.93	3,205.07
ures	8,000.00	660.00	10,105.70	947.49	991.50	12,044.69	(4,044.69)
	1,000.00	80.00	854.87	645.91	—	1,500.78	(500.78)
ce Expense	4,400.00	370.00	1,998.19	85.93	120.34	2,204.46	2,195.54
	11,500.00	960.00	8,870.42	883.72	883.78	10,637.92	862.08
	7,000.00	580.00	4,921.55	739.18	832.58	6,493.31	506.69
es	3,800.00	320.00	2,224.54	47.31	417.60	2,689.45	1,110.55
graphing	19,000.00	1,580.00	11,793.67	2,000.82	6,330.48	20,124.97	(1,124.97)
	8,500.00	710.00	8,847.59	786.33	830.02	10,463.94	(1,963.94)
s	600.00	50.00	284.47	89.45	10.42	384.34	215.66
tributions	1,000.00	80.00	995.14	25.00	12.00	1,032.14	(32.14)
	16,000.00	1,330.00	5,031.96	1,708.26	1,555.82	8,296.04	7,703.96
	2,500.00	210.00	1,954.96	245.34	155.86	2,356.16	143.84
	5,000.00	420.00	1,216.67	246.65	754.50	2,217.82	2,782.18
	19,277.00	1,610.00	—	—	—	—	19,277.00
	515,177.00	42,930.00	300,605.84	47,346.75	54,415.12	402,367.71	112,809.29

Schedule "C"

Statement of Operating Expenditures by Functions for the Ten Months Ended April 30

	Budget 1949-50	Monthly Budget	ACTUAL Totals 2-28-50	March 1950	April 1950	Totals 4-30-50
INSTITUTE DIVISIONS (GENERAL)						
Student Program - Supervision	15,000.00	1,250.00	7,143.64	1,640.38	1,085.68	9,869.
Asia - Africa	12,000.00	1,000.00	5,965.83	952.32	758.13	7,676.
Eastern Europe	17,000.00	1,420.00	10,032.06	673.47	927.13	11,633.
Latin America	5,000.00	410.00	3,265.05	267.30	293.66	3,826.
Western Europe	22,000.00	1,830.00	12,550.58	411.95	601.40	13,563.
Specialists	9,500.00	790.00	6,028.55	955.05	926.19	7,909.
Professors and Lecturers	13,000.00	1,080.00	8,333.73	1,284.31	767.78	10,385.
Information and Counseling	23,000.00	1,920.00	12,990.02	639.39	939.69	14,569.
Census Section	3,750.00	310.00	2,668.94	961.57	(29.96)	3,600.
Foreign Study	17,000.00	1,420.00	10,267.82	1,341.34	1,566.14	13,175.
Public Relations	15,500.00	1,300.00	11,895.58	1,569.26	1,561.82	15,026.
Administration	56,500.00	4,720.00	37,776.33	3,638.06	4,877.94	46,292.
Accounting	10,000.00	830.00	6,331.38	—	22.34	6,353.
Student Insurance	7,200.00	600.00	4,676.98	117.58	733.69	5,528.
Filing	10,000.00	830.00	5,923.63	451.39	525.52	6,900.
Office Services	15,000.00	1,250.00	8,286.91	608.61	649.17	9,544.
Junior Year Abroad	2,500.00	200.00	774.34	242.46	151.01	1,167.
Washington Office	10,000.00	830.00	7,273.92	323.68	619.58	8,217.
General Operating Expenses	18,800.00	1,580.00	9,706.49	1,396.62	781.01	11,884.
	282,750.00	23,570.00	171,891.78	17,474.74	17,757.92	207,124
Reserve	17,250.00	1,430.00	—	—	—	—
Totals Forward	300,000.00	25,000.00	171,891.78	17,474.74	17,757.92	207,124

1 30, 1950

als 0-50	Budget Balance
869.70	5,130.30
676.28	4,323.72
632.66	5,367.34
826.01	1,173.99
563.93	8,436.07
909.79	1,590.21
385.82	2,614.18
569.10	8.430.90
600.55	149.45
175.30	3,824.70
026.66	473.34
292.33	10,207.67
353.72	3,646.28
528.25	1,671.75
900.54	3,099.46
544.69	5,455.31
167.81	1,332.19
217.18	1,782.82
884.12	6,915.88
,124.44	75,625.56
----	17,250.00
,124.44	92,875;56

Totals Forward

SPECIAL PROGRAMS (Se
American Field Servi
IRSIA (Belgium)
British Summer Schoo
SENAI
Turkish Sugar Refine
Student Insurance Fe
National Education A
Palestinian - Arab I
UNESCO
Korean Government
Miscellaneous Servic
Student Artist Excha
ACE - Austrian Leade

PUBLICATIONS
News Bulletins

U. S. GOVERNMENT CO
S-130 Army (Student
S-134 Army (Student
SAE 906 Placement
SAE 906 Sup., Couns
SCC 2170 Fulbright
SCC 2170 Smith-Mundt
L125-133 Army (Leade
- State Dept. (Gerr
- State Dept. (Finl
- ECA - British Eng

SURPLUS - (1948-49)
TOTAL EXPENDITURES

Schedule "C" (Continued)

Statement of Operating Expenditures by Functions for the Ten Months Ended April 30, 1950

	Budget 1949-50	Monthly Budget	ACTUAL Totals 2-28-50	March 1950	April 1950	Totals 4-30-50	Budget Balance
	300,000.00	25,000.00	171,891.78	17,474.74	17,757.92	207,124.44	92,875.56
(Service Fees)							
ervice	1,000.00	80.00	654.55	78.04	94.17	826.76	173.24
	750.00	60.00	443.03	52.23	61.84	557.10	192.90
chools	4,670.00	390.00	1,747.28	704.45	917.54	3,369.27	1,300.73
	1,000.00	80.00	541.39	76.53	90.60	708.52	291.48
fineries	1,400.00	120.00	814.01	98.01	120.15	1,032.17	367.83
e Fees	1,000.00	80.00	613.15	71.71	84.89	769.75	230.25
on Assoc.	2,400.00	200.00	1,262.72	—	322.97	1,585.69	814.31
ab Loan Fund	900.00	80.00	407.57	49.03	58.04	514.64	385.36
	1,350.00	110.00	770.95	104.79	129.03	1,004.77	345.23
t	3,150.00	260.00	2,044.33	245.04	290.10	2,579.47	570.53
rvice Fees	1,300.00	110.00	1,059.42	145.41	172.16	1,376.99	(76.99)
xchange	—	—	2,028.32	—	—	2,028.32	(2,028.32)
eaders	—	—	—	491.71	592.42	1,084.13	(1,084.13)
	18,920.00	1,570.00	12,386.72	2,116.95	2,933.91	17,437.58	1,482.42
	4,500.00	375.00	3,413.52	477.26	577.01	4,467.79	32.21
CONTRACTS							
lents)	19,000.00	1,590.00	13,571.32	1,072.06	1,178.48	15,821.86	3,178.14
lents 1950-51)	—	—	—	1,620.35	3,841.63	5,461.98	(5,461.98)
t	16,400.00	1,370.00	14,105.12	891.85	1,055.83	16,052.80	347.20
ounsel & Guid.	12,370.00	1,025.00	10,411.21	1,189.70	736.91	12,337.82	32.18
ght	82,550.00	6,880.00	47,106.75	9,086.92	8 87.97	64,981.64	17,568.36
undt (East Hemi.)	53,410.00	4,450.00	20,667.44	6,374.76	8,520.95	35,563.15	17,846.85
eaders)	---	---	1,520.85	2,036.44	2,975.62	6,532.91	(6,532.91)
(Germany)	---	---	2,128.22	4,434.33	5,444.72	12,007.27	(12,007.27)
Finland)	---	---	3.63	533.27	604.17	1,141.07	(1,141.07)
Engineers	---	---	3,399.28	38.12	—	3,437.40	(3,437.40)
	183,730.00	15,315.00	112,913.82	27,277.80	33,146.28	173,337.90	10,392.10
49)	8,027.00	670.00	---	---	---	---	8,027.00
ES	515,177.00	42,930.00	300,605.84	47,346.75	54,415.12	402,367.71	112,809.29

Schedule "D"
Statement of Student Funds at April 30, 1950

Acct. No.		Balance 6-30-49	Receipts 7-1-49 to 4-30-50	Disburse 7-1-49 t 4-30-50
	U. S. GOVERNMENT GRANTS:			
401	Revolving Loan Fund - Government Contracts	34.76	270.00	109.7
412	OEA-48-2 Maintenance Grants	1,166.66	(1,166.66)	—
416	OEA-49-1 Maintenance Grants	10,016.96	27,777.39	34,621.5
419	SAE 906 Maintenance Grants 1950 Fiscal	—	35,000.00	12,223.5
420	SCC-2170 Smith-Mundt Eastern Hemisphere Students	—	200,000.00	789.0
421	SCC-384 Near East Students & Trainees	6,248.86	(480.00)	2,436.3
422	SCC-384 Near East Students & Trainees - Emergency	236.90	—	—
423	SCC-683 Near East Advanced Professional Students & Trainees	2,644.32	—	989.5
424	SCC-683 Near East Advanced Professional Students & Trainees Emergency	1,148.60	—	811.0
426	SCC-855 Middle East Students	1,382.91	—	390.4
431	ECA-British Engineers Program	—	30,000.00	16,166.
434	SCC-1140 Inter American Trade Scholarship Program	351.14	(351.14)	—
435	LAEF-c4 Institute of Inter-American Affairs	26,452.91	(26,452.41)	.
	Sub Totals (U.S. Government Grants)	49,684.02	264,597.18	68,538.
	OTHER STUDENT FUNDS			
451	Travel Fund of the Swiss-American Exchange	244.43	—	—
452	Refugee Scholar Fund	339.09	671.87	755.
452R	Refugee Scholar Fund - Reserve Account	550.00	—	—
454	Czechoslovak Student Loan Fund	53.75	—	—
455	American Relief for Czechoslovakia	370.00	—	182.
458	Donald B. Strauss Grant for Gerd Spitzbart	392.48	—	392.
460	Germanistic Society of America	—	1,250.00	1,250.
461	Iran-American Relations Society	426.17	—	—
463	French Student Aid Fund	436.14	—	127.
464	Iran Students Revolving Fund	6.10	—	6.
465	Greek War Relief - Fellowship	2,641.31	—	200.
466	Latin American Bureau	141.43	—	141.
467	Anaconda Fellowship	—	1,500.00	1,200.
469	American Society for Friendship with Switzerland of N. Y.	4,260.50	5,000.00	3,502.
470	General Federation of Womens Clubs (Fulbright Program)	1,172.00	—	925.
471	Netherland-America Foundation, Inc.	1,830.00	—	400.
		62,547.42	273,019.05	77,620.

urseements 49 to -50	Balance 4-30-50
09.76	195.00
—	—
21.57	3,172.78
23.50	22,776.50
89.00	199,211.00
36.33	3,332.53
—	236.90
89.58	1,654.74
11.04	337.56
90.40	992.51
166.89	13,833.11
—	—
.50	—
538.57	245,742.63
—	244.43
755.45	255.51
—	550.00
—	53.75
182.00	188.00
392.48	—
250.00	—
—	426.17
127.00	309.14
6.10	—
200.00	2,441.31
141.43	—
200.00	300.00
502.00	5,758.50
925.00	247.00
400.00	1,430.00
620.03	257,946.44

Acct. No.	
	Total
472	Italo-American F
475	Kappa Alpha Thet
476	Calvin W. Rice M
477	Watumull Foundat
478	Shell Chemical C
480	Dr. and Mrs. Asc
481	Italian Student
484	Turkish Sugar Re
484E	Turkish Sugar Re
486	Carnegie Corp. G a
491	Panama-United St
495	American Chemica
497	National Catholi
500	National Educati
501	SENAI -Brazilian
505	American Swiss F Exchang
507	Herbert Jehle Gr
508	Mary B. Kirkbrid
510	Hillsborough Gar
512	Rockefeller Foun
516	American Assoc.
518	UNESCO Fellowshi
520	G. M. Sarkawa Fu
521	Emergency Commit
522	Lecturer's Accou
523	Max Kade Foundat Education
528	Quota Club Inter
529	Netherland-Ameri Oil Co.

Schedule "D" (Continued)
Statement of Student Funds at April 30, 1950

	Balance 6-30-49	Receipts 7-1-49 to 4-30-50	Disbursements 7-1-49 to 4-30-50	Balance 4-30-50
otals Forward	62,547.42	273,019.05	77,620.03	257,946.44
an Fellowships	8,268.46	—	4,519.97	3,748.49
Theta Fellowship	—	1,500.00	1,200.00	300.00
ce Memorial Scholarship	—	500.00	500.00	—
ndation Fellowships	400.00	—	400.00	—
al Corporation	540.83	1,300.00	1,640.83	200.00
Ascoli Fellowship Fund	272.00	—	272.00	—
ent Aid Fund	83.50	272.00	355.50	—
r Refineries Project	4,772.88	16,489.37	17,773.22	3,489.03
r Refineries Project - Emergency	605.74	—	—	605.74
p. Grant for the Marriage of British and American Universities	1,134.79	—	784.79	350.00
d States Cooperative Fellowships	212.50	(212.50)	—	—
mical Society UNESCO-Fellowships	2,102.19	3,200.00	2,023.43	3,278.76
holic Welfare Conference	9,463.62	—	3,626.99	5,836.63
cation Assoc. - Agreement #2	3,919.43	50,000.00	41.237.53	12,681.90
lian National Service Industrial Apprenticeships	16,099.67	9,899.50	10,654.81	15,344.36
ss Foundation for Scientific hange and Information	6,672.50	2,125.00	6,342.50	2,455.00
e Grant for Marie V. Wedemeyer	200.00	—	—	200.00
bride Grant for Alexander P. Papamarkou	286.00	455.00	736.00	5.00
Garden Club, Burlingame, Cal.	38.48	—	22.00	16.48
Foundation Grant for John Ladd	898.14	—	898.14	—
oc. of Colleges for Teacher Educ.	(7.12)	457.12	450.00	—
wships	18,660.92	21,318.10	22,378.87	17,600.15
a Fund for Return Passage	600.00	—	600.00	—
mmittee in Aid of Displaced Foreign Scholars	875.00	163.95	875.00	163.95
ccounts 1948-1949	509.68	225.00	734.68	—
ndation, Inc. Grant toward the tion of a German Student	250.00	250.00	—	500.00
nternational, Inc. Fellowships	465.00	700.00	1,106.90	58.10
merican Foundation, Inc. Standard Co. of New Jersey	175.00	—	—	175.00
Totals Forward	140,046.63	381,661.59	196,753.19	324,955.03

Schedule "D" (Continued)
Statement of Student Funds at April 30, 1950

Acct. No.		Balance 6-30-49	Receipts 7-1-49 to 4-30-50	Disbursement 7-1-49 to 4-30-50
	Totals Forward	140,046.63	381,661.59	196,753.19
530	Clinton A. Feissner Grant to Toshiya Eto	840.00	1,270.00	1,022.00
532	Palestinian-Arab Student Loan Fund	14,675.00	1,410.00	15,307.00
535	The Edward W. Hazen Foundation	306.06	—	153.00
536	The Laurence Duggan Fund	21,787.32	1,277.50	—
537	Korean Government	29,694.80	110,000.00	58,405.43
541	Oxford University Debating Team 1949-1950	(239.00)	4,100.00	2,826.53
542	AACR-UNESCO Fellowship	1,500.00	(9.00)	1,491.00
544	Student Artists Exchange Program	—	8,881.55	8,881.55
545	The Viking Fund	—	1,000.00	800.00
546	American Federation of Soroptimists International Assn.	(45.00)	2,000.00	940.00
547	UNESCO - National League of American Pen Women	—	100.00	100.00
548	Miscellaneous Student Deposits	—	1,287.76	1,097.83
549	General Federation of Women's Clubs	—	1,000.00	890.00
550	Private Funds for Army German Students	—	5,300.00	75.00
551	Esso International Fellowships (Standard Oil Co. New Jersey)	—	10,000.00	4,043.40
556	Delta Kappa Gamma Fellowships	—	2,000.00	943.74
558	Wendell Phillips Fellowships	—	600.00	—
559	Altrusa International, Inc.	—	500.00	428.57
560	Wilhelmina Green Scholarship Fund	—	900.00	312.50
561	Supreme Chapter P.E.O. Sisterhood	—	3,000.00	1,659.50
563	Marcel de Galliax Fund for French Students at Columbia	—	255.00	—
564	Institute of International Education Scholarship Fund	—	491.00	—
		208,565.81	537,025.40	296,130.24
	Plus Accounts Transferred from Accounts Receivable:			
516	American Association of Colleges for Teacher Education	7.12		
541	Oxford University Debating Team 1949-1950	239.00		
546	American Federation of Soroptimists International Assn.	45.00		
		208,856.93		

ents	Balance 4-30-50
.19	324,955.03
.00	1,088.00
.00	778.00
.00	153.06
-	23,064.82
.43	81,289.37
.53	1,034.47
.00	—
.55	—
.00	200.00
.00	1,015.00
.00	—
.83	189.93
.00	110.00
.00	5,225.00
.40	5,956.60
.74	1,056.26
.	600.00
.57	71.43
.50	587.50
.50	1,340.50
.	255.00
.	491.00
24	449,460.97

Acct. No.	
	U. S. GOVERNME
4287	Army Contract
4288	ACE - Austria
4310	Army Contract
4332	State Departm
4333	Army Contract
4338A	Army Contract
	Su
	OTHER STUDENT
533	First Cambrid
534	Second Cambri
540	Lecturers Acc
553	American Deba
554	Lenora Lindsl
555	Stove Pilot,
557	British Debati
565	Combined Briti

Schedule "E"
ACCOUNTS RECEIVABLE - STUDENT FUNDS

April 30, 1950

	Balance 6-30-~~50~~49	Receipts 7-1-49 to 4-30-50	Disbursements 7-1-49 to 4-30-50	Balance 4-30-50
RNMENT GRANTS:				
ract - Japanese Leaders	——	3,382.82	41,221.41	37,838.59
trian Leaders	——	——	2,761.83	2,761.83
ract	——	75,799.82	101,489.19	25,689.37
artment - Finland	——	——	150.00	150.00
ract - Japanese Leaders	——	——	8,474.23	8,474.23
ract - Specialists	——		371.57	371.57
Sub-Totals (U.S. Government Grants)	——	79,182.64	154,468.23	75,285.59
DENT FUNDS:				
bridge University Debating Team	——	——	119.74	119.74
mbridge University Debaring Team	——	——	62.13	62.13
Accounts 1949-1950	——	3,130.00	3,179.50	49.50
Debating Team	——	661.15	662.29	1.14
ndsley Memorial Scholarship Fund	——		2,100.00	2,100.00
ot, Maxwell Field, Ala. (Gabrielle Bremme)	——	500.00	549.50	49.50
bating Team	——	2,474.00	2,490.63	16.63
ritish Universities Debating Team for Fall, 1950	——	——	364.40	364.40
Total	——	85,947.79	163,996.42	78,048.63

Schedule "F"

ACCOUNTS RECEIVABLE - OPERATING FUNDS

April 30, 1950

Sundry	$ 4.00	
Travel Advances	1,725.91	
American Air Lines -	425.00	
Council - Student Travel	207.69	
American University Union, Paris, France	4,181.90	
		$ 6,544.50

DOCUMENT 3

PROPOSED BUDGET

July 1, 1950 - June 30, 1951

In the past two years the Institute has endeavored to write all government contracts on a student-fee basis. Prior to this practice, contracts were drawn as grants for the placed estimated costs of specific programs. The officers of the Institute feel that the fee basis permits more independent administrative action than the grant-in-aid basis.

Under the fee basis, it is necessary to establish a reserve to finance refunds should they be required. The budget for fiscal year 1949-1950 provided $19,277 for this purpose. A portion of this reserve may be needed for a refund under the Smith-Mundt contract; however, this refund cannot be determined until the completion of the placement period. In the event the refund is not required under the Smith-Mundt contract, the officers recommend that the reserve be transferred to the Laurence Duggan Fund to assist the Institute in obtaining a permanent home.

It is difficult to forecast the year-end financial position at this time. A balance of $22,023 is indicated but it may be necessary to expend a good portion of this amount. Should an excess accrue it is proposed to carry the balance forward as a Perfomance Reserve for government contracts for the fiscal year 1950-51. Last year the reserve was entered in the budget but since this income is from a previous year it is proposed to enter the amount in the Asset and Liability Statement.

As the above amounts represent forecasts which will require adjustments to the actual figures of the year-end statement, the following resolution is proposed:

> It is proposed, and the officers of the Institute are hereby authorized to transfer the balance of the Reserve Account for the fiscal year 1949-50 to the Laurence Duggan Fund and to set up any remaining balance from the fiscal year 1949-50 in a Performance Reserve Account for the fiscal year 1950-51 in the Statement of Assets and Liabilities.

INCOME

	1949-1950 Budget Approved 11/14/49	1949-1950 Budget Presented 5/22/50	1950-1951 Budget Presented 5/22/50
General			
Carnegie Corporation	$ 150,000	$ 150,000	$ 150,000
Rockefeller Foundation	50,000	50,000	50,000
New Foundations	70,000	70,000	75,000
Corporations	5,000	1,300	5,000
Universities and Colleges	15,000	15,000	17,000
Individuals	10,000	5,000	10,000
Income from Investments	------	700	1,000
	$ 300,000	$ 292,000	$ 308,000
Special Projects			
American Field Service	$ 1,000	$ 1,000	$ 1,000
IRSIA (Belgium)	750	750	750
British Summer Schools 1949-1950	4,670	4,670	4,670
SENAI (Brazil)	1,000	1,000	1,000
Turkish Sugar Refineries	1,400	1,400	1,400
Insurance	1,000	2,500	2,500
National Education Association	2,400	3,100	3,000
Palestinian - Arab Loan Fund	900	990	900
UNESCO Fellowships	1,350	1,350	1,200
American Foundation for Pharmaceutical Education	200	------	------
Miscellaneous	500	100	1,000
Korean Government	3,150	3,960	1,560
Army Contract	19,000	------	------
Esso Scholarship	600	600	600
AACTE	------	450	900
Rockefeller Foundation Artists Exchange Program	------	2,000	2,000
Insurance Premiums (Prior Years)	------	200	50
Associacion Nacional de Industriales	------	200	200
Atlantique	------	600	200
Carnegie (African Program)	------	500	12,000
Phelps Stokes (African Program)	------	200	500
ACE - Austrian Leaders	------	700	500
	$ 37,920	$ 26,270	$ 35,930
Publications			
News Bulletin	4,500	3,700	4,500
Approved Forms and Publications	------	800	600
Sales - "Meet the USA"	------	1,000	500
	$ 4,500	$ 5,500	$ 5,600
U. S. Government Contracts			
OEA 49-1 Latin American	$ 28,770	$ ------	$ ------
SCC - 1713 Fulbright	82,550	------	------
Smith-Mundt (Eastern Hemisphere)	53,410	------	------
SAE 906 Latin American (Placement)	------	16,400	16,400
SAE 906 Latin American (Supervision, Counsel & Guidance)	------	12,370	12,370
SCC 2170 Fulbright	------	82,550	82,550
SCC 2170 Smith-Mundt (Eastern Hemisphere)	------	53,410	75,800
Army Student - 130 (49-50)	------	17,700	4,700
Army Student - 134 (50-51)	------	17,000	34,000
Army Leaders - 125-133	------	9,900	4,500
ECA British Engineers	------	3,700	10,500
State Department - Finland	------	2,600	6,500
State Department - Germany	------	26,800	80,500
	$ 164,730	$ 242,430	$ 327,820
Surplus 1948-1949	8,027		
	$ 515,177	$ 566,200	$ 677,350

EXPENDITURES

	1949-1950 Budget Approved 11/14/49	1949-1950 Budget Presented 5/22/50	1950-1951 Budget Presented 5/22/50
Salaries	$ 350,000	$ 360,000	$ 496,000
Annuities	7,700	6,500	8,000
Staff Health Insurance	1,000	900	1,000
Professional Services	1,500	1,800	2,000
Rent	35,000	36,000	49,000
Light	1,900	1,700	2,200
Stationery & Office Supplies	10,500	9,500	12,000
Furniture & Fixtures	8,000	14,000	12,000
Insurance	1,000	1,600	1,500
Miscellaneous Office Expenses	4,400	3,000	5,000
Postage	11,500	12,500	13,150
Telephone	7,000	8,500	9,000
Telegrams & Cables	3,800	3,800	5,000
Printing & Multigraphing	19,000	25,000	22,000
News Bulletin	8,500	12,500	12,500
Books & Magazines	600	600	1,000
Memberships and Contributions	1,000	1,200	1,500
Travel	16,000	12,000	16,000
Entertainment	2,500	2,800	3,500
Contingencies	5,000	5,000	5,000
Reserve	19,277	19,277	- ---
	$ 515,177	$ 538,177	$ 677,350
Paris Office	-----	6,000	-----
Performance Reserve (1950-1951)	-----	22,023	-----
	$ 515,177	$ 566,200	$ 677,350

SP/SE Memo

CARNEGIE CORPORATION OF NEW YORK
522 FIFTH AVENUE
NEW YORK 18, N.Y.

BRITISH DOMINIONS AND COLONIES FUND
WHITNEY H. SHEPARDSON, DIRECTOR
STEPHEN H. STACKPOLE, ASSISTANT DIRECTOR

February 27, 1950.

Mr. Cleveland E. Dodge,
Mr. Charles Dollard,
Mr. Perrin C. Galpin,
Mr. John S. Hollister,
Mr. Stanley H. Hutchinson,
Mr. Lindsley Kimball,
Mr. Edward R. Murrow,
Mr. Clarence Pickett,
Mr. Harry Pierson,
Mr. Donald J. Shank,
Mr. George N. Shuster,
Mr. E. Clark Stillman,
Mr. E. K. Wickman,

Mr.Shepardson dictated the attached memorandum just before he left for a month's absence from New York City.

I have been asked to receive such suggestions with respect to the survey as you will hopefully forward to this office.

Sincerely yours,

(Mrs.) Irene R. Hood

Secretary to Mr. Shepardson.

IRH
Enc.

Jan 1950 ?

MEMORANDUM OF TWO LUNCHEON MEETINGS

SUBJECT: Institute of International Education.

The following representatives of foundations now contributing to the support of IIE met at luncheon January 26th to discuss the situation of the Institute:

Cleveland E. Dodge, Dodge Foundation
Charles Dollard, Carnegie Corporation
Perrin C. Galpin, Grant Foundation
Stanley H. Hutchinson, Davella Mills Foundation
Lindsley Kimball, Rockefeller Foundation
Clarence Pickett, Independent Aid, Inc.
Whitney H. Shepardson, Carnegie Corporation
E. K. Wickman, Commonwealth Fund

It was seemingly everyone's opinion that the Institute is doing an indispensable job. In this connection, someone employed the familiar saying that "if it did not exist it would be necessary to bring it into being".

(1) Various questions, all of a friendly nature, were raised concerning the rapid growth of the Institute and the possibility that because of this growth it had become difficult to do the kind of tailor-made job in individual cases which may be the Institute's greatest service.

(2) A collateral question was raised concerning the apparent willingness of the Institute to take on additional contracts or commitments, whether economical or not, at the request of Government.

(3) There was some discussion concerning the logical bounds of the Institute's expansion and perhaps of considering the essential "core" of the Institute's activities.

(4) It was felt that the efforts begun by Laurence Duggan to expand the sources of the Institute's support should be continued strongly, so that foundations would be permitted to withdraw in due course from the cost of providing support for the "core" activities of the Institute.

(5) Suggestion was made that a study of the situation, functions, sources of support and underlying philosophy

of the Institute might be profitably made, and this suggestion was endorsed by those present. It was recognized that such a study could be best made by a broad-gauged person with top-level experience in education, and preferably with some knowledge of scholarships, travel grants, international exchanges etc.

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On February 9th a second lunch meeting took place with regard to the same matter. Representing the Institute were:

George N. Shuster, Chairman of the Board
Edward R. Murrow, Trustee
Donald J. Shank, Vice-President
Harry Pierson, Director of Student Program
John S. Hollister, Director of Development

Also E. K. Wickman, Commonwealth Fund
E. Clark Stillman, Belgian American Educational Foundation
Whitney H. Shepardson, Carnegie Corporation

A resume of the earlier lunch was given and a discussion of the main matter followed. Agreement seemed to be reached on the following points:

(i) that such a study of the work of the Institute as had been previously discussed would be valuable, and would be welcomed by the Board and officers of the Institute;

(ii) that an effort should be made to find a highly qualified individual to make this study (ex-President E.E. Day of Cornell is not available, but someone of his type and stature would seem to be ideal);

(iii) that the framework of such a survey needs to be drawn up thoughtfully before it is undertaken, so that the more important points will not be overlooked and so that the survey will not undertake questions beyond its proper scope.

It was agreed that during WHS' absence from New York for the next four weeks those who had concerned themselves with this problem should contribute the terms of reference of the prospective survey by sending to WHS' office, "to await arrival", their suggestions as to what such a survey should include and exclude.

(iv) It was further agreed that suggestions be made as to a person qualified to make the study.

Three other suggestions were made:

(1) that foundations and other organizations which have had experience with regard to international exchanges, should consider the possibility of making a study of desirable standards for the choice and handling of students traveling abroad, - whether junior or senior;

(2) that a separate study is required concerning the validity of certain ideas which seem to be popularly held about the value of international scholarships and international exchanges;

(3) that it would be impossible and undersirable for the individual who makes the study of IIE to ignore the two last-mentioned matters. Nevertheless it would be better for him to treat them as background to his particular survey rather than as a major matter.

There was agreement that these two meetings had been profitable, and that ways and means should be found so that some or all of those who participated in the two meetings might meet with some regularity from time to time for further development of the ideas expressed. This relationship should be something quite apart from the contemplated survey.

WHS:IRH

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

January 9, 1950

To: Board of Trustees

From: J. C. Haidinger

Re: INVESTMENT OF INSTITUTE'S IDLE FUNDS

On June 10,1949 the Executive Committee adopted the following resolution:

> RESOLVED, that the officers of this Institute are authorized and instructed to invest idle student funds of the Institute by purchasing U.S.Treasury notes with maturities revolving each thirty days. The amount so invested may vary from $100,000 to $200,000 in accordance with the available funds on deposit and the requirements of the Institute.

In the fall of 1949 the Institute's cash position decreased considerably due to the lack of receipt of funds under Government contracts. Under the new Government contracts, which are now at hand, we have received advance payment of both student and operating funds. The bank balance on January 1, 1950 was $518,500. It is proposed, therefore, to invest these additional monies of both student and operating funds. The following resolution would eliminate the word "student" from the resolution, thereby permitting investment of operating and student funds and remove the restriction of investing no more than $200,000:

> RESOLVED, that the officers of this Institute are authorized and instructed to invest idle funds of the Institute by purchasing U.S.Treasury notes with maturities revolving each thirty days.

MINUTES

of the

ANNUAL MEETING OF THE CORPORATION AND BOARD OF TRUSTEES

of the

INSTITUTE OF INTERNATIONAL EDUCATION, INC.

HELD AT BILTMORE HOTEL, NEW YORK

NOVEMBER 14, 1949 - 5:45 P. M.

The following members of the Corporation and Board of Trustees were present:

Edward W. Barrett
Dudley B. Bonsal
Harry J. Carman
Arthur H. Compton
Kenneth Holland (following election)
Mrs. Sam Lewisohn
Benjamin E. Mays
Leonard McCollum
James M. Nicely
Dorsey Richardson
Leland Rex Robinson
George N. Shuster
Mark Starr
Stephen Duggan (Honorary Trustee)

Proxies were presented by Chairman Shuster for the following members who were unable to be present:

Frank Altschul
Sarah G. Blanding
Lindsay Bradford
Erwin D. Canham
John S. Dickey
Bryn J. Hovde
Walter M. Kotschnig
Mrs. Maurice T. Moore
Edward R. Murrow
Philip D. Reed
George D. Stoddard
Ordway Tead
George F. Zook

The following persons also were present:

J. Charles Haidinger, Assistant Treasurer
Donald J. Shank, Vice President and Secretary
Bess N. Trinks, Assistant Secretary

Dr. Shuster called the meeting to order at 5:45 P.M.

1. Approval of Minutes

The minutes of the following meetings, as previously distributed, were moved, seconded and approved:

a) Board of Trustees Meeting, May 16, 1949
b) Executive Committee Meeting, June 10, 1949
c) Executive Committee Meeting, September 7, 1949
d) Executive Committee Meeting, October 7, 1949

2. Proposed Amendments to By-Laws

A motion was made, seconded and carried unanimously approving the following resolutions:

RESOLVED, that the By-Laws of the Institute of International Education, Inc., be amended to the effect that meetings of the Board of Trustees be held on the second Monday of February, May and November instead of the third Monday of these months, as heretofore.

RESOLVED, that the By-Laws of the Institute of International Education, Inc., be amended to the effect that the date of the Annual Meeting of the Members of the Corporation be changed from the third Monday of November in each year to the second Monday of November in each year.

3. Report of the Nominating Committee

A report of the Nominating Committee was presented by the Chairman, Dr. Harry J. Carman. Upon motion duly made and seconded, the following persons nominated by the Committee were unanimously elected by ballot to serve in the positions specified:

BOARD OF TRUSTEES

To serve until November 1952:

Sarah G. Blanding
Ralph J. Bunche
Erwin D. Canham
Everett Case
Walter M. Kotschnig
J. Hillis Miller
Edward R. Murrow
Mark Starr
George Stoddard

To serve until November 1951:

Kenneth Holland

To serve until November 1950:

George F. Zook

OFFICERS 1949-50

Chairman	George N. Shuster
First Vice Chairman	Sarah G. Blanding
Second Vice Chairman	Lindsay Bradford
President-Elect	Kenneth Holland
Vice President	Donald J. Shank
Secretary	Donald J. Shank
Assistant Secretary	Bess N. Trinks
Treasurer	James M. Nicely
Assistant Treasurer	J. Charles Haidinger

COMMITTEES

1949-50

EXECUTIVE COMMITTEE

George N. Shuster, Chairman	Edward R. Murrow
Edward W. Barrett	James M. Nicely
Dudley B. Bonsal	Arthur W. Packard
Harry J. Carman	Leland Rex Robinson
Mrs. Sam Lewisohn	Ordway Tead
Mrs. Maurice T. Moore	

NATIONAL SELECTION COMMITTEE

Harry J. Carman, Chairman	Pendleton Herring
Samuel T. Arnold	Martha B. Lucas
Thomas Bergin	Karl G. Miller
Frank Bowles	Marjorie Nicolson
Charles B. Fahs	Whitney Shepardson
Perrin Galpin	Hugh S. Taylor
Mason Gross	

COMMITTEE ON AMERICAN UNIVERSITY UNION

Donald J. Shank, Acting Chairman	Stephen Galatti
Frank Aydelotte	James H. Hyde
Malcolm Davis	William F. Russell
Sumner McK. Crosby	George N. Shuster
Edgar J. Fisher	

The resignation of trustee Jack I. Straus was presented by Mr. Shank. In addition, attention was called to the termination of office of trustees John S. Dickey and Philip D. Reed. Upon motion duly made, seconded and carried, the Secretary was instructed to send in writing a suitable expression of regret and sincere appreciation for valuable services rendered to the Institute during their period of trusteeship.

4. Executive Session

The Board went into Executive Session, at which time Miss Trinks and Messrs. Shank and Haidinger withdrew from the meeting. Attached herewith is the Chairman's confidential report of action taken in the closed session.

Following adjournment of the Executive Session, Mr. Kenneth Holland was introduced to the Board as President-Elect and as a trustee and member of the Corporation upon his election recorded heretofore.

5. Report of the Auditing Committee

The report, which was presented by Mr. Shank on behalf of the Auditing Committee, showed that the Institute completed the fiscal year 1948-49 with a surplus balance of $8,000 in addition to retirement of deficits carried over from 1947 and 1948. A motion made, seconded and unanimously carried gave approval to the Auditing Committee's report.

6. Proposed Revised Budget for 1949-50 and Financial Statement of September 30, 1949

Mr. Shank presented a proposed new budget which was revised in view of the new responsibilities now facing the Institute under enlarged Government contracts. The total of the revised budget for 1949-50 is $515,177. It was moved, seconded and carried unanimously that the proposed revised budget be approved. A motion was also made, seconded and carried unanimously accepting the financial statement of September 30, 1949.

7. Annual Report of the Acting Director

Mr. Shank explained that the annual report this year will appear in two separate publications, particularly in observation of the Institute's 30th Anniversary. One report will be the statistical report for the academic year 1948-49. The other report entitled "Blueprint for Understanding" will be an illustrated 48 page review of the years from 1919 through 1949. Chapter 6 of "Blueprint for Understanding" was presented orally by Mr. Shank as his report for the past year. He also gave a brief numerical report of the students under our sponsorship during 1949-50.

In addition, Mr. Shank presented a staff progress report covering the period since the Board's meeting in May 1949.

A motion was made, seconded and carried expressing appreciation to the Acting Director for these fine reports and for giving the trustees full documentation on current activities.

8. Special Report of the Acting Director

The Vice President took the opportunity to read a personal statement (appended herewith) to the Board calling particular attention to five interrelated items of vital importance to the Institute's future work.

1. Increase in the workload
2. Outlook for the future.
3. The dilemma of the Institute
4. Relation with colleges.
5. The housing conditions of the Institute

The trustees expressed appreciation to Mr. Shank for his foresightedness in planning for the future and approved a motion to give priority attention to these items at a meeting of the Executive Committee in the near future.

Because of its major importance, the Board proceeded to discuss immediately the item which concerned housing. Mr. Shank gave a brief statement on three major housing possibilities:

1. The gift of a private residence
2. The outright purchase of a building by the Institute
3. A probable invitation to occupy office space in a new building being contemplated by the Carnegie Endowment for International Peace, which is to be located adjacent to the United Nations site in New York City

Dr. Shuster urged all the members of the Board to cooperate in this matter which warrants the serious attention of the trustees. It was suggested that Mr. Hollister, of the staff, be freed from his current responsibilities to work specifically with the Board's Committee on the housing problem.

9. Adjournment

Mr. Shank announced that some forty friends and associates of the Institute had been invited to join with the trustees and staff at an informal dinner immediately following adjournment of this meeting, at which time Kenneth Holland would be introduced as President-Elect following his election.

The meeting was adjourned at 7:15 P.M.

Respectfully submitted,

DONALD J. SHANK
Secretary

CONFIDENTIAL

Minutes
of the Executive Session
of the
Annual Meeting of the Board of Trustees
of the
INSTITUTE OF INTERNATIONAL EDUCATION, INC.
held at the Biltmore Hotel, New York City
November 14, 1949 at 5:45 P.M.

- - -

The Chairman, Dr. Shuster, declared the meeting in Executive Session for the consideration of officers' salaries. He stated that on October 18, 1949 he had sent a confidential memorandum to each of the trustees with respect to Mr. Holland, asking each trustee to send in a ballot indicating whether or not he would approve the election of Mr. Holland as President of the Institute on the understanding that Mr. Holland's salary would be at the rate of $18,000.00 per year and that he could not assume office until May of 1950. Twenty-eight directors, being more than two-thirds of the Board of Trustees, had sent in their ballots approving the election of Mr. Holland on these conditions.

The Chairman reported that the Executive Committee had given consideration to making an adjustment in Mr. Shank's salary, which is presently at the rate of $11,700.00 per annum, and he asked Mr. Bonsal to report to the meeting the various factors which had been considered by the Executive Committee. Following Mr. Bonsal's report there was a general discussion, in the course of which it was the unanimous feeling of the trustees present that in view of the great contribution that Mr. Shank had made to the Institute during the critical period following Mr. Duggan's death and the excellent work which he was now doing, that he should receive an increase at the rate of $3,000.00 per annum, which was equivalent to the increase between the former salary paid to the President and the proposed salary to Mr. Holland. Following this discussion, on motion duly made and seconded, the following resolution was unanimously adopted:

> RESOLVED, that the compensation of Mr. Holland as President of the Institute be fixed at the rate of $18,000.00 per annum, commencing on the date on which he assumes office, and that compensation of Mr. Donald Shank, Vice President of the Institute, be fixed at the rate of $14,700.00 per annum, effective immediately.

GEORGE N. SHUSTER
Chairman

Personal Statement
to
The Board of Trustees - I.I.E.
at
Annual Meeting - November 14, 1949

Since this is the only annual meeting of the Board of Trustees at which the Vice President will have an opportunity to report, I should like to take this time to record very briefly my personal thinking on five interrelated items of vital importance to the Institute's future work.

1. Increase in the work load. In the past twelve months the work load of the Institute in terms of information, placement and supervision services has increased more than during any comparable period in its thirty-year history. This was due in substantial part to our agreement in 1948 to undertake for the State Department the nomination of American students to study abroad under the Fulbright Program. In addition, there have been increases in traditional programs and in new divisions of the Institute, such as specialized personnel, as a result of unprecedented interest in interchange in this country and abroad.

2. The outlook for the future. I predict, with some qualms, that the year ahead will see an even greater increase in the Institute's work load. The recent signing of the contract with the State Department to handle awards under the Smith-Mundt Act, as well as placement and supervision of all foreign students who receive Fulbright Travel Grants, will probably double the number of individuals with whom the Institute is in direct contact.

3. The dilemma of the Institute. This continuous growth makes it imperative that the Board and staff consider in the early future whether there is an absorption point at which the Institute can operate with reasonable efficiency. Within the past few weeks, the officers of a major foundation have raised the pertinent question regarding the Institute's ability to say "No" when it is asked to take on new responsibilities.

The Vice President here sees two related problems:
(A) If the Institute does not continue to expand as the educational exchange movement grows, will another competing agency need to be established to perform some of the Institute's traditional functions? Would this be good, or would this be bad?
(B) How can the Institute wisely select among the many projects which are being referred to it, those which it will undertake? For example, was it desirable for the Institute to assist ECA in the training of engineers for Great Britain? Should the Institute disburse funds to assist stranded Palestinian-Arab students? Should the Institute enter into a contract with the Government of Korea to assist in training programs for persons from that country?

These two points are raised to emphasize that the Institute must soon decide whether it will expand indefinitely or whether it will limit its activities. If it decides the latter, what will be the basis on which choices of program are made? Is it not time for the Institute to rethink its total program, assess its resources, determine clearly a policy of relationship to the Federal Government and state as definitively as possible its future objectives.

4. Relation with colleges. Although a great deal has been accomplished in the past year in establishing closer and better relations with American colleges and universities, much, however, remains to be done. The Vice President is keenly aware of the traditional feeling in many colleges and universities that the Institute has supplied neither the leadership nor the service which this field demands. The establishment of the Advisory Committee on Graduate Studies, increased field work, and the decentralization of responsibility for the nominations of awards for the Fulbright program in colleges and universities throughout the country are both steps which should build closer relations with the group of institutions upon whom the successof the Institute's work ultimately depends.

5. The housing conditions of the Institute. It should not be necessary to state again that the physical working conditions in the Institute are bad and grow daily worse. The space which is now available is substantially below the minimum requirements for health and efficiency. Even with the additional space in the present building which is promised for January 1st, 1950, the necessary increases in staff will actually result in the reduction of space to 70 square feet per employee. This figure includes storage space, reception room, and lavatories. If this space is deducted, the per capita space is even smaller. Drastic measures must be taken in the very early future to remedy this situation.

6. Appreciation of the staff and Board. The Vice President must record his personal obligation for the truly magnificent cooperation of the staff and the Board since Larry Duggan's tragic death eleven months ago. What has been accomplished has been due to the attitude of the members of the staff. That more progress has not been made is the fault of the Vice President.

Donald J. Shank
Vice President

Edward R. Murrow

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

AGENDA

Meeting of the Executive Committee

Friday, January 13 - 12:30 P.M.

Columbia University Club
4 West 43 Street

1. Housing

   Specifications of Property at 15 East 84 Street, the home of Mrs. Ogden Reid (see attachment)

2. The Institute staff and increase in workload

   Chart for consideration attached

3. Consideration of Dr. Edgar Salin, lecturer

   Memorandum of information attached

4. Assistance from trustees on fund raising appeal to individuals

   Memorandum for consideration attached

5. Investment of Institute's idle funds

   Memorandum with resolution for consideration attached

6. Old Business

7. New Business

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

January 10, 1950

TO: THE EXECUTIVE COMMITTEE

FROM: DONALD J. SHANK

RE: INVESTIGATIONS OF PROPERTY AT 15 E. 84th STREET (REID HOUSE)

The Institute has been looking for a permanent building for some time. If the Institute owned its own building, it could avail itself of the saving resulting from its tax free status.

The staff has inspected approximately 50 buildings in New York City. These buildings fell into two general categories; either they were commercial properties, where a large amount of the cost was involved in the property, or they were old homes requiring costly alteration for occupancy.

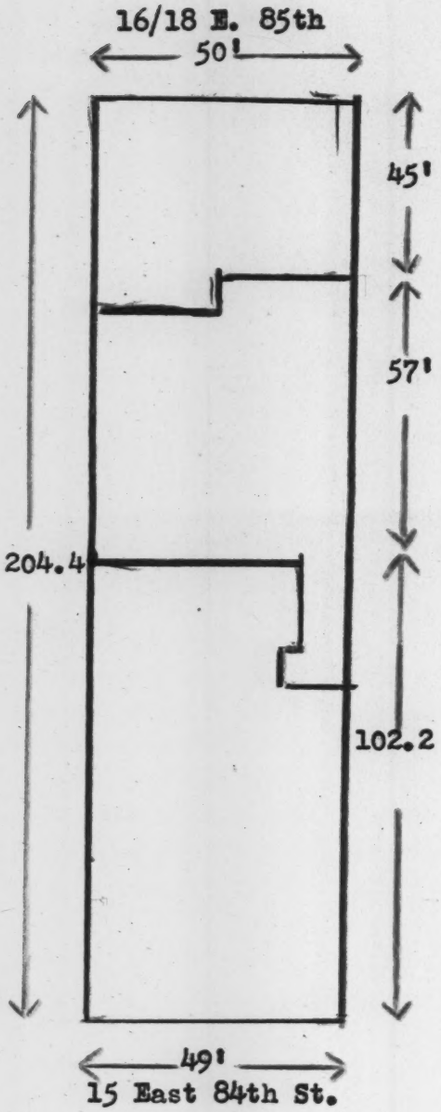
At the last Trustees' meeting a housing committee was appointed with Mr. Dudley Bonsal as Chairman. Mr. Bonsal contacted Mr. Wheelock of the real estate firm of Brainlin, Porter & Wheelock, Inc. Mr. Wheelock told Mr. Bonsal about the Reid house at 15 East 84th Street. This property was not on the open market, but Mr. Wheelock was aware of its availability. The building was inspected by Mr. Bonsal and member of the staff. It was found to be in excellent condition and it appeared that minor alterations would make it acceptable for office occupancy. Other trustees had visited Mrs. Reid and were acquainted with the building. The early enthusiasm for this building was reaffirmed by reports from an architect and by engineers assigned by Dr. Shuster, who reported that the city considers the building fireproof and alterations in the neighborhood of $5,000 will be all that will be required to permit occupancy by the Institute.

At a meeting of the Trustees Housing Committee, held on January 3, full consideration was given to the desirability of the Institute owning its own building in general and the Reid House in particular. Mr. Shank reported that the Carnegie and Rockefeller Foundations had been contacted and that both thought the plan a good one.

The Reid House would accomodate the Institute at its present size and allow sufficient room for expansion. It would also enable the Institute to carry on temporary workshops programs without the restrictions of high cost and long leases which are involved in commercial space. Although the Reid House is located in uptown New York, it was felt that this was not an undesirable feature, as other organizations of a similar nature are located in that area.

Mrs. Reid has fixed a price of $400,000 for the building. She indicates that she is unable to make a donation of the property to the Institute, although she is very favorably impressed with its work. Mrs. Reid has had other offers and would like to sell the property as soon as possible. Under the circumstances, Mr. Nicely suggested that we approach the Davella Mills Foundation for the full cost of the property with the understanding that we will seek partial coverage from other foundations after the property is acquired.

Mr. Hudson of the Davella Mills Foundation has accepted an invitation to visit the Institute on Friday morning, January 13, and make an inspection of the Reid house.



Basement	3,230 sq. ft.	
1st Floor	3,880 "	
2nd Floor	3,880 "	
3rd Floor	3,880 "	
4th Floor	3,880 "	
5th Floor	3,880 "	
6th Floor	2,380 "	
		25,100 sq. ft.
Ground Floor	1,630 "	
2nd Floor (2 apts.)	1,400 "	
		3,030 "
		28,130 "

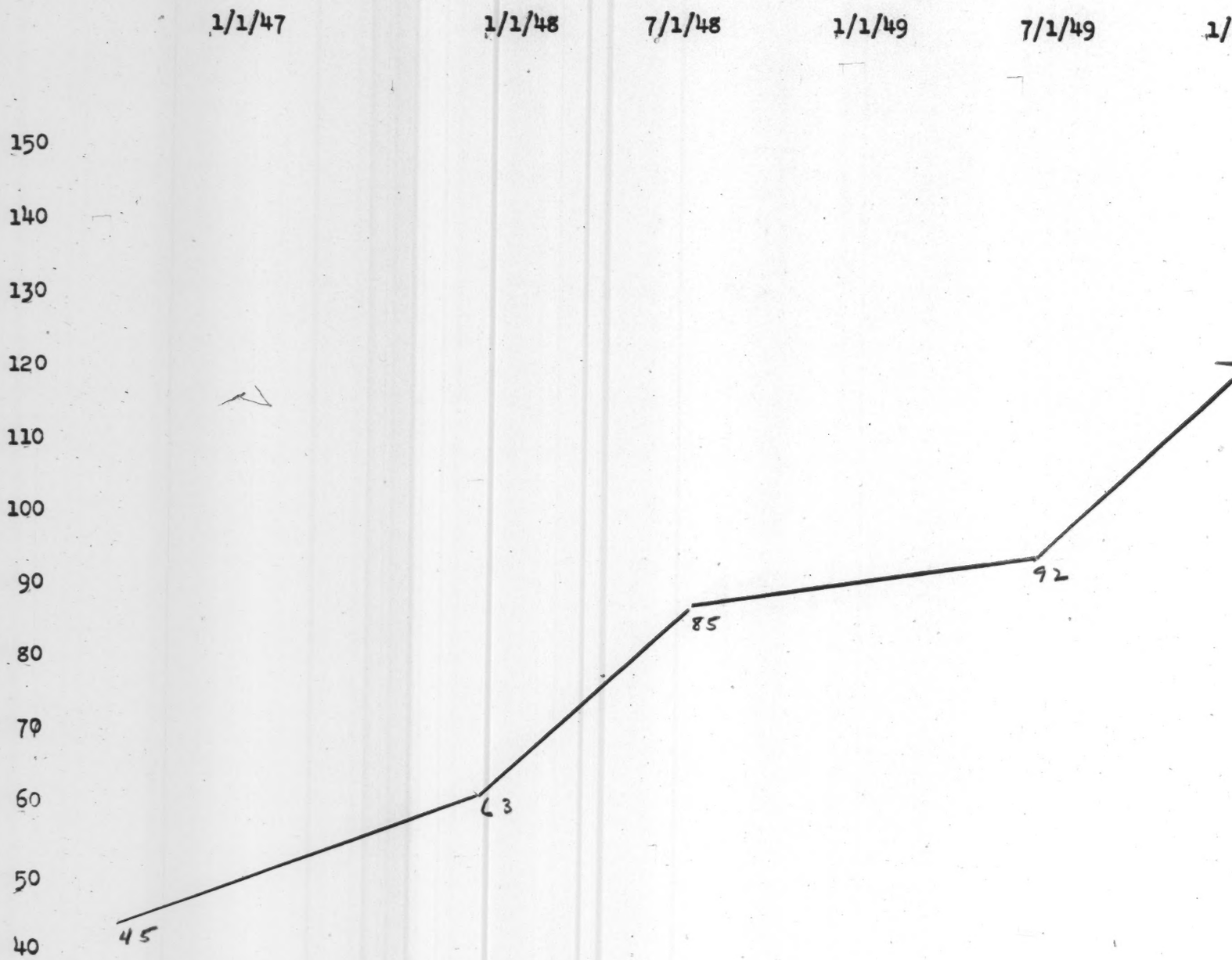
1949/50 Assessment

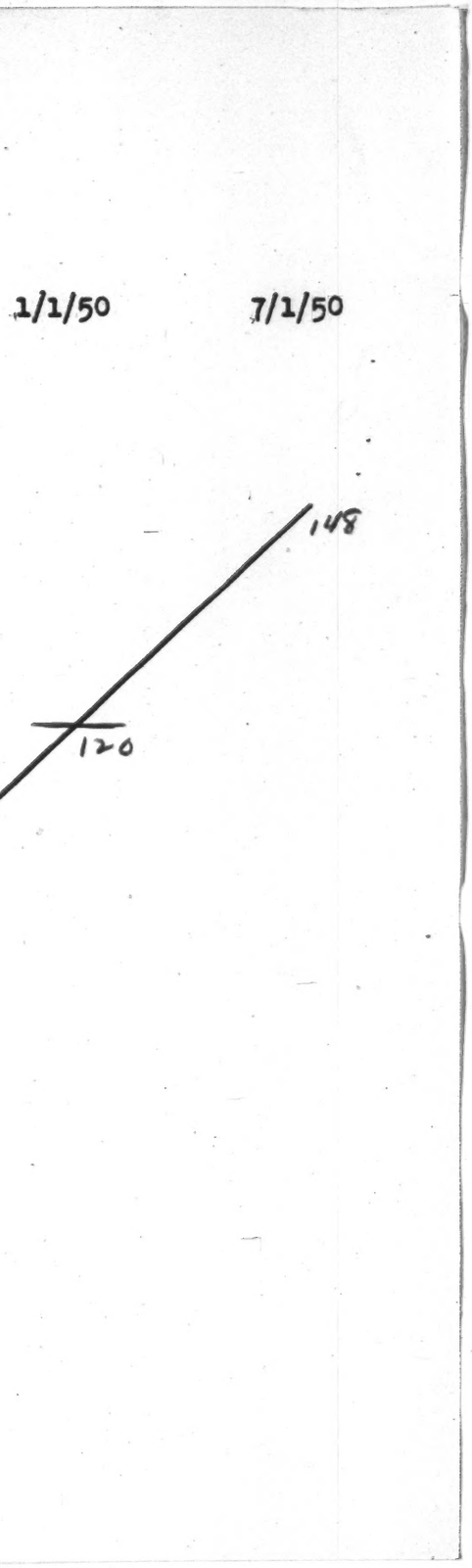
Land	$180,000.	Building	$200,000.
2 Otis Passenger Elevators		1 Electric Dumbwaiter	
Oil Burner - Ideal Boiler		Incinerator	

ESTIMATED OPERATING EXPENSES FOR COMMERCIAL USAGE

Heat	$ 1,500
Electric Light & Power	1,900
Water	400
Insurance	500
Help	7,000
Window Cleaning	300
Miscellaneous	400
Elevator Maintenance	360
	$ 12,360
Contingencies	2,500
	$ 14,860

TOTAL PERSONNEL IIE

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148
120

INSTITUTE OF INTERNATIONAL EDUCATION
2 West 45th Street, New York 19, N.Y.

January 10, 1950

CONFIDENTIAL

TO: Executive Committee
FROM: Donald J. Shank
RE: DR. EDGAR SALIN

Letter dated February 11, 1949, invited Dr. Edgar Salin to lecture under IIE auspices, announcements (copy attached) were sent to colleges and universities, and an itinerary arranged, having sixteen definite and four tentative engagements with fees of $1,750. and $300. respectively, or a total of $2,050.

On November 11, Robert S. Marcus, Political Director, World Jewish Congress, wrote he believed Dr. Salin "inadmissable for entry into the U.S." because of his refusal to appear at the Free University of Berlin on the same platform with Dr. Robert M.W. Kempner, prosecutor at Nürnberg of Count von Weiszaecker, which action made him a sympathizer with a person convicted of a war crime.

Dr. Eduard Heimann (November 17) of the New School for Social Research advised getting the opinion of Dr. Friedrich of Harvard and Dr. Niebuhr of Union Theological Seminary, and stated that Dr. Kempner is a controversial figure.

Dr. Niebuhr (November 21) expressed respect for any man who took Dr. Salin's stand. Said high government officials had asked opinions of various people as to whether von Weiszaecker's trial had been just; he made comments on both sides of the question and suggested we inquire of the University of Chicago, which had investigated and was convinced the trial was an injustice.

November 25, Mr. Hollister talked to Messrs. Grossman and Marcus at the World Jewish Congress. He learned that it is a political action organization; that it prepared cases for the Nürnberg trials and that these officers were at Nürnberg. They said that Salin attacked Kempner as a former German, ignoring his American citizenship; that he is unsuited to discuss democracy; that some important things are being glossed over in Germany because the U.S. needs a strong German nation; and that IIE should not bring a person sympathetic with a convicted war criminal.

November 28, Dr. Kempner in phone conversation with Mr. Hollister: Other organizations and Walter Winchell would oppose Dr. Salin's coming; said that the discussion in Germany centered on the trial's verdict, but also on Dr. Salin's letter itself; that he is an "elite" Jew; that he is a vain man who tried to interfere with various trials at Nürnberg; that he was a member of certain groups with Nazi influence with which he broke for unknown reasons; that he is unfit to lecture.

Fred Hechinger, Washington Post reporter and representative for the Educational Supplement of THE TIMES, London, said to Mr. Hollister on November 28 that von Weiszaecker was in the Nazi Foreign Office, where his actions merited some conviction; that his trial was fair; and asked what will be Dr. Salin's stand on going to a university where Thomas Mann had lectured; doubted his ability to speak on academic freedom.

December 7 - Mr. Hollister consulted Dr. Shuster.

Dr. C. J. Friedrich on November 30 wrote in part, "Academic folk are disturbed and resentful of such communications. You would have quite a few sympathizers if you wanted to stand up for the right of a professor to criticize proceedings and refuse to be associated with persons whose political views he opposed; inherent contradiction here, but still many people feel like this and would criticize you if they knew you had refused to bring a man because his criticism of the Nurnberg Trials had caused him to become controversial.

"On the legal side.. Dr. Salin did not either sympathize with or acquiesce in the commission of war crimes. On the contrary, he denied that von Weiszaecker had committed any war crimes."

December 9, Mr. Lester Waldman of Anti-Defamation League said they regard Dr. Kempner as a straight thinker and fine fellow who did a good job.

December 17, IIE's Paris office quoted French historian as saying that French sources regard Mr. Marcus as reliable and IIE would do well to weigh what he says.

December 20, Dr. Redslob, Rektor of the Free University of Berlin, said Dr. Salin would never get another invitation from them; that he is for a divided Germany (the University being for a united Germany).

December 21, Mr. Grossman phoned to ask IIE's decision.

December 21, Dr. Shuster read this special file and suggested that GH check in Washington with Mrs. Curran in Dr. Thomson's office, Department of State and that the final decision be taken by the Department of State.

December 23, IIE wrote the following to Dr. Salin:

"It has been some time since you have heard from us, and perhaps you have already surmised that the discussion begun by your refusal last May to appear at the Free University of Berlin has come to our shores. We have learned that very likely there will be objection made to your entering the United States, and we are exploring whether, or to what extent, this might cause embarrassment.

"The itinerary which was arranged for you shows the first engagement in western Massachusetts on February 14th and the concluding one in Iowa on April 16th. Total fees from engagements which have been confirmed by the colleges and universities are $1,750.00; three tentative engagements at $75.00 would bring the total to $1,975.00, if no appointments are later cancelled.

"It is unfortunate that this situation has developed, but we are trying to meet it as fairly as possible to all concerned, and we shall write you again as soon as our Executive Committee has met and taken a decision."

January 5, GH's memo stated that Mrs. Curran turned the case over to Joe Roland in IEP and he is investigating from State Department's standpoint.

January 9. A reply from Dr. Salin was received, copy of which with its accompanying letter is attached.

The staff of the Institute is somewhat divided on this issue. Two key members question the desirability of honoring the invitation to Salin on the basis that a man who refused to appear at the Free University of Berlin because he disagreed with another speaker should not be sent to American colleges as an Institute representative to speak on such a subject as academic freedom. Other staff members believe that Dr. Salin should be given an opportunity to defend himself from the charges made by WJC."

C
O
P
Y

EDGAR SALIN
Dr. Phil. Professor der Staatswissenschaften

Basel Jan. 2nd 1950

Dear President Shank:

Thank you very much for your letter of December 23rd.

You are quite right - I have been astonished that I didn't get any news from your Institute for such a long time. I thought that, perhaps, there might be some difficulties in fitting all lectures into a reasonable itinerary. and it was rather a surprise to me to learn of a very different reason, and one I should hardly ever have expected. Had I received notice of this some months ago, matters might have been sufficiently explained. But now, under the present circumstances, I'm afraid it is too late for <u>any</u> explanations.

I shall nevertheless send you a copy of my letter to the Free University of Berlin which caused so much excitement. The text will clearly prove that there was a very sound resaon which obliged me to refuse. I know that from the very beginning, one has tried to misinterpret my letter as an attack against Military Government or even the Government of the United States. This action was a complete failure with Military Government in Germany. But if, in consequence, there are now objections made to my entering your country, I have to declare that, for the time being, I renounce the proposed lecture trip.

I must confess that I am deeply disappointed, since I expected - up to now - that a person with an independent outlook would be more welcome than someone who sticks to tendencies which have been long abandoned by the new High Commissioner and his staff.

This decision of mine is definite, so please don't take the trouble of calling together a special meeting of your Executive Committee to discuss the question. In any case, there wouldn't be time left now for getting leave, the visa and transportation, etc. What is more, being a civil servant of the Cantone of Basle, I cannot present the Swiss authorities with such a troublesome situation.

Permit me to express my sincere gratitude to you and your Institute, and to thank you for all you have done on my behalf. Let me add, dear President Shank, that I should be happy if I could make your personal acquaintance whenever you come to Europe. You will be a welcome guest at my house. The same applies, of course, to the members of your staff who so kindly organized the lecture trip, and who will be equally disappointed that external reasons from such an unexpected source show to be an unsurmountable barrier.

Very sincerely yours,

s/ Dr. Edgar Salin

Prof. at the University of Basle

C O P Y EDGAR SALIN
Dr. Phil. Professor der Staatswissenschaften

Basel May 25th 1949

An die
Aussenkommission der Freien Universität

B e r l i n - Dahlem

Ew. Magnifizenz, Sehr Geehrte Herren Kollegen,

Translation:

I regret that I now have to withdraw from the previous commitment which I made with you by letter and telegram to give lectures at the Free University. It has just come to my notice that Dr. Robert Kempner had also been invited to be a guest lecturer and I would not consider teaching while he was at the same university.

As you know, since 1946 I have spent three semesters lecturing at Heidelberg and other universities such as Berlin, and I, therefore, feel qualified to form an opinion on the German student's mentality. They have, which is understandable, a strong distrust of all foreign professors. As they are, of course, aware that no one can go to Germany without the occupying powers' permission, they naturally suspect motives of propaganda. If one wishes to remain free from this suspicion, one must not mix in wrong company, and the above named gentleman is wrong company as far as I am concerned.

You, no doubt, have adequate academic reasons for this choice. However, in Switzerland... and surely in Germany... there remains the fact in people's minds that Dr. Kempner, a German by birth, now an American, was a public prosecutor at the Nürnberg Trials, against a man of such impeachable character as Freiherrn v. Weizsaecker. Undoubtedly this gives evidence of his professional capacities without which he would not have been chosen for this important office. However, it is debatable whether he should not, from reasons of tact, have refused this position. By his acceptance of it the moral attitude of the German emigrant has become questionable in the eyes of the non-emigrant German. I, myself am not an emigrant. I was invited to teach in Basel in 1927 and have remained there ever since. I consider this whole matter a very dangerous one and I am, therefore, unable to be at your service under such unfavorable circumstances.

Very sincerely yours,

s/ Edgar Salin
Professor, University of Basel

Memoranda, etc.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
2 WEST 45TH STREET, NEW YORK 19, N. Y. · MURRAY HILL 7-0630 · CABLE ADDRESS "INTERED"

October 18, 1949

CONFIDENTIAL MEMORANDUM

To: Edward R. Murrow

From: George N. Shuster

Re: Institute Presidency

The Nominating Committee of the Board of Trustees wishes to present to the full Board the name of Mr. Kenneth Holland as its nomination for president of the Institute. Mr. Holland has indicated his willingness to accept our invitation, subject to two conditions: first, that the salary shall be $18,000 per year; secondly, that he take office after the Florence Conference of UNESCO in May of 1950.

The Executive Committee believes that arrangements can be worked out on these bases. It is proposed to invite Mr. Holland to attend the annual meeting on November 14 and to spend ten days here, getting acquainted with the Board members, the staff and supporters of the Institute's program.

We therefore want to secure a preliminary confirmation by mail ballot, of the election of Mr. Holland so that a formal invitation may be extended to him and subsequent arrangements made for his presentation on the fourteenth. Will you kindly indicate your vote on the ballot attached and return it in the envelope enclosed?

It was of much value to the Executive Committee and the Nominating Committee to receive your recommendation during the previous months with regard to the presidency, and we are deeply grateful.

Enclosures

IIE Memoranda etc.

CONFIDENTIAL

Minutes
of
Meeting of the Executive Committee
of the
INSTITUTE OF INTERNATIONAL EDUCATION, INC.

October 7, 1949 - 12:45 P.M.

The following members of the Executive Committee were present:

Edward W. Barrett
Dudley B. Bonsal
Harry J. Carman
Mrs. Maurice T. Moore
Leland Rex Robinson
George N. Shuster
Ordway Tead

The following members of the staff were present:

Donald J. Shank, Acting Director and Secretary
John S. Hollister, Director of Development
Bess N. Trinks, Assistant Secretary

The meeting was called to order at 12:45 P.M. at the Columbia University Club by the chairman, Dr. George N. Shuster.

1. Resignation of Mr. Herschel Brickell.

Mr. Shank presented a letter of resignation from Mr. Herschel Brickell, editor of the News Bulletin, who heretofore has also served the Institute as consultant on Fulbright matters. Mr. Brickell presented his resignation because of his ill health. Following discussion and upon motion made, seconded and unanimously carried, Mr. Brickell's resignation was tabled until he returns from his proposed trip to Latin America in the late winter or early spring of 1950. Mr. Shank was requested to inform Mr. Brickell of this action and to advise him that a leave of absence without salary has been extended, effective October 1, 1949.

2. Old Business.

Mr. Shank reported briefly on the present status of the Government contract programs and stated that renewal of the contracts and appropriations for 1949-50 had not been received to-date. However, the Institute is carrying on those programs and issuing stipends to government grantees, expecting that negotiation of the contracts will be completed and appropriations received within a few weeks.

3. Developments Regarding Institute Presidency.

Dr. Shuster reported the receipt of a letter from Mr. Kenneth Holland in which was expressed his definite interest in the presidency of the Institute. This expression of interest, however, was based on the following two conditions:

1. That the salary for the position be $18,000 a year.

2. That Mr. Holland's term of office commence after the Florence Conference of UNESCO, which is now scheduled for May, 1950.

Both points were given serious consideration by the members present, including the fact that the increased salary would mean a new departure in the salary scale of the Institute and would show quite a difference between the salary of the president and the salary of the other officers and heads of divisions. Dr. Shuster reported he had met with a representative of the Institute staff and received her recommendations concerning the presidency.

Mr. Edward Litchfield, who had also expressed his interest in the vacancy, was presented to the Executive Committee by the chairman at this time. He was interviewed informally and spoke briefly about his experiences in Germany.

The Committee on Selection will give further consideration to these potential candidates and will circulate the final nomination of the Nominating Committee to the full Board of Trustees in the near future.

The meeting was adjourned at 2:40 o'clock.

Respectfully submitted,

DONALD J. SHANK
Secretary

I. I. E Memorandum etc

INSTITUTE OF INTERNATIONAL EDUCATION

2 WEST 45TH STREET, NEW YORK 19, N. Y.

AGENDA

Meeting of the Executive Committee

Wednesday, September 7, 12:30 P.M. 1949

Columbia University Club
4 West 43 Street

1. Financial Review

   Financial Statement, June 30, 1949, attached.

2. Proposed Life Insurance for Staff Members

   Memorandum and proposed resolution attached.

3. Proposed Decentralized Fulbright Selection Procedure

   Two memoranda for consideration attached.

4. Report on Developments Regarding Institute Presidency

5. Old Business

6. New Business

INSTITUTE OF INTERNATIONAL EDUCATION

FINANCIAL STATEMENT

June 30, 1949

ASSETS

CASH ON DEPOSIT
Guaranty Trust Co.of
Guaranty Trust Co.of
Guaranty Trust Co.of
No. 1
Guaranty Trust Co.of
France
American Trust Co., S
California

PETTY CASH ON HAND
New York Office
Washington, D. C. Off

ACCOUNTS RECEIVABLE
Sundry - (Schedule "E

TEMPORARY INVESTMENTS -
Guaranty Trust Co. of
Securities

PERMANENT INVESTMENTS -
Guaranty Trust Co. of
Cash
Securities

INSTITUTE OF INTERNATIONAL EDUCATION

Statement of Financial Position as at June 30, 1949

.of N. Y.-Regular	$133,275.90	
.of N. Y.-Special	26,452.91	
.of N. Y.-Special	351.14	
.of N. Y.-Paris,	334.40	
., San Francisco,	1,359.19	161,773.54
	1,300.00	
Office	400.00	1,700.00
e "E")		3,458.84
TS - GENERAL FUNDS		
. of N.Y.-Custodian		99,838.50
TS - ENDOWMENT FUNDS		
. of N.Y.-Custodian	627.21	
	39,065.75	39,692.96
		$306,463.84

LIABILITIES AND FUNDS

ACCOUNTS PAYABLE		
U.S. Life Insurance Co.- Student Health Insurance	553.50	
N. Y. State Income Tax Withheld	337.29	
British Council (1949 Summer Schools)	12,940.77	
U.S. Government-SCC 1713 (Fulbright)	360.86	
U. S. Government-SCC 1140	122.07	14,314.49
DEFERRED INCOME		
Palestinian-Arab Loan Fund 1949-50	900.00	
Carnegie Corp.-Expansion 1949-50	12,500.00	
Korean Government 1949-50	1,000.00	
Rockefeller Foundation 1949-50	12,500.00	
News Bulletin 1949-50	483.05	27,383.05
STUDENT FUNDS - (Schedule "D")		208,856.93
SPECIAL FUNDS		
American University Union	6,235.90	
National Association of Foreign Student Advisers	1,953.23	8,189.13
ENDOWMENT FUNDS		
Leonora Lindsley Endowment Fund		
Principal	39,508.03	
Income	184.93	39,692.96
OPERATING FUND		
Surplus-(7-1-48 - 6-30-49)	10,782.09	
Less: Deficit-June 30, 1948	2,754.81	
		8,027.28
		$306,463.84

INSTITUTE OF INTERNATIONAL EDUCATION

Summary Statement of Operating Income and Expenditures for the Month Ended June 30, 19

			ACTUAL		
	Budget 1948-49	Monthly Budget	Total 5-31-49	June 1949	Total 6-30-
Total Income (Schedule "A")	$431,650.00	36,000.00	411,969.92	27,459.15	439,4
Total Expenditures (Schedule "B")	431,650.00	36,000.00	389,350.17	39,296.81	428,6
Balance to Operating Fund	----	----	22,619.75	(11,837.66)	10,7

), 1949

Total 6-30-49	Budget Balance
239,429.07	(7,779.07)
228,646.98	3,003.02
10,782.09	10,782.09

GENERAL:

Carnegie Corporation-
Carnegie Corporation-
Rockefeller Foundatio
The Commonwealth Fund
Contributions-New Fou
Contributions-Corpora
Contributions-Individ

SERVICE FEES:

American Field Servic
IRSIA (Belgium)
British Summer School
British Summer School
SENAI (Brazil)
Turkish Sugar Refiner
Insurance
National Education As
Ship Program 1948
American University U
Foreign Student Advis
Palestinian Arab Loan
"Unesco" Fellowships
American Fdtn. for Ph
Miscellaneous Service
Korean Government
San Marcos University
Austrian Summer Schoo
Atlantique
National Catholic Wel
Rockefeller Foundatio

Totals Forward

Schedule "A"

Statement of Operating Income for the Month Ended June 30, 1949

	Budget 1948-49	Monthly Budget	ACTUAL Totals 5-31-49	June 1949	Totals 6-30-49	Budget Balance
on-Regular	$100,000.00	8,300.00	100,000.00	----	100,000.00	----
on-Expansion	50,000.00	4,100.00	50,000.00	----	50,000.00	----
tion	50,000.00	4,100.00	50,000.00	----	50,000.00	----
und	----	----	----	25,000.00	25,000.00	(25,000.00)
Foundations	86,750.00	7,200.00	37,000.00	1,000.00	38,000.00	46,982.00
orations	"	"	1,000.00	----	1,000.00	"
viduals	"	"	733.00	35.00	768.00	"
	286,750.00	23,700.00	238,733.00	26,035.00	264,768.00	21,982.00
vice	1,000.00	80.00	750.00	250.00	1,000.00	----
	400.00	40.00	609.08	----	609.08	(209.08)
ools 1948	7,500.00	650.00	8,309.00	----	8,309.00	(809.00)
ools 1949	----	----	18,984.70	(12,840.77)	(1) 6,143.93	(6,143.93)
	1,000.00	80.00	750.00	----	750.00	250.00
neries	1,200.00	100.00	1,707.30	131.91	1,839.21	(639.21)
	1,000.00	80.00	1,268.00	562.00	1,830.00	(830.00)
Association	300.00	30.00	1,350.00	----	1,350.00	(1,050.00)
	31,000.00	2,600.00	22,633.35	----	22,633.35	8,366.65
y Union	250.00	20.00	250.00	----	250.00	----
visers Conference	----	----	13.00	----	13.00	(13.00)
oan Fund	----	----	720.00	90.00	810.00	(810.00)
ps	----	----	1,100.00	25.00	1,125.00	(1,125.00)
Pharmaceutical Education	----	----	317.00	----	317.00	(317.00)
ice Fees	----	----	210.85	1.00	211.85	(211.85)
	----	----	1,700.00	(700.00)	(2) 1,000.00	(1,000.00)
ity	----	----	364.75	----	364.75	(364.75)
hools	----	----	410.00	20.00	430.00	(430.00)
	----	----	100.00	----	100.00	(100.00)
Welfare Conference	----	----	2,295.00	----	2,295.00	(2,295.00)
tion-Artist Exchange Program	----	----	----	181.45	181.45	(181.45)
	43,650.00	3,680.00	63,842.03	(12,279.41)	51,562.62	(7,912.62)
d	330,400.00	27,380.00	302,575.03	13,755.59	316,330.62	14,069.38

Schedule "A" (Continued)

Statement of Operating Income for the Month Ended June 30, 1949

		Budget 1948-49	Monthly Budget	ACTUAL Totals 5-31-49	ACTUAL June 1949	ACTUAL Tot 6-3
Totals Forward		330,400.00	27,380.00	302,575.03	13,755.59	316
PUBLICATIONS:						
News Bulletin 1948-49		3,000.00	250.00	3,754.76	1.00	3
Sales-"Meet the U. S. A."		250.00	20.00	----	----	
		3,250.00	270.00	3,754.76	1.00	3
U. S. GOVERNMENT GRANTS:						
OEA-49-1	Latin American Program	50,040.00	4,170.00	50,040.00	----	50
OEA-49-1	Over-estimate	960.00	80.00	----	----	
SCC-1140	IATS Program	3,000.00	250.00	10,761.33	(122.07) (3)	10
IAEF-c4	IIAA Program	4,000.00	350.00	3,333.30	999.99 (4)	4
SCC-1713	Fulbright Program	40,000.00	3,500.00	40,418.00	5,309.64 (5)	45
SCC-855	Burmese Program	----	----	1,087.50	----	1
SCC-1832	State Department Pamphlet	----	----	----	7,515.00	7
		98,000.00	8,350.00	105,640.13	13,702.56	119
TOTAL INCOME		$431,650.00	$ 36,000.00	$411,969.92	$ 27,459.15	$439

Totals 6-30-49	Budget Balance
316,330.62	14,069.38
3,755.76	(755.76)
----	250.00
3,755.76	(505.76)
50,040.00	-----
----	960.00
10,639.26	(7,639.26)
4,333.29	(333.29)
45,727.64	(5,727.64)
1,087.50	(1,087.50)
7,515.00	(7,515.00)
119,342.69	(21,342.69)
$439,429.07	$(7,779.07)

OPERATING EXPENDITURES
Salaries
Annuities
Staff Health Insurance
Professional Services
Rent
Light
Stationery & Office Su
Furniture & Fixtures
Insurance
Miscellaneous Office E
Postage
Telephone
Telegrams and Cables
Printing and Multigrap
News Bulletin 1948-49
Books and Magazines
Memberships and Contri
Travel
Entertainment
Student Conference
Contingencies
"Meet the U. S. A.
Uncollectible Stud

Deficit-September 30,

PAYMENTS TO OTHER ORGA
British Summer Schools
Ship Orientation Progr

TOTAL EXPENDITURES

Schedule "B"

Statement of Operating Expenditures for the Month Ended June 30, 1949

	Budget 1948-49	Monthly Budget	ACTUAL Totals 5-31-49	June 1949	Totals 6-30-49	Budget Balance
URES						
	273,230.00	22,700.00	245,321.44	23,218.11	268,539.55	4,690.45
	9,500.00	800.00	5,173.33	457.14	5,630.47	3,869.53
ance	1,000.00	80.00	489.04	65.37	554.41	445.59
ces	4,000.00	350.00	4,060.78	293.61	4,354.39	(354.39)
	30,250.00	2,500.00	25,142.06	2,338.67	27,480.73	2,769.27
	1,400.00	120.00	1,281.61	106.45	1,388.06	11.94
e Supplies	6,500.00	540.00	5,512.32	271.63	5,783.95	716.05
es	4,000.00	350.00	4,553.50	170.55	4,724.05	(724.05)
	800.00	70.00	828.33	----	828.33	(28.33)
ce Expense	4,000.00	350.00	3,236.36	83.17	3,319.53	680.47
	6,700.00	560.00	8,721.94	372.34	9,094.28	(2,394.28)
	6,000.00	500.00	5,022.53	485.54	5,508.07	491.93
es	1,500.00	125.00	1,955.32	189.48	2,144.80	(644.80)
graphing	14,000.00	1,200.00	19,333.36	4,546.40	23,879.76	(9,879.76)
-49	11,000.00	920.00	8,250.12	815.35	9,065.47	1,934.53
s	420.00	35.00	454.37	20.90	475.27	(55.27)
ntributions	1,200.00	100.00	1,281.00	12.00	1,293.00	(93.00)
	12,000.00	1,000.00	9,590.12	1,019.64	10,609.76	1,390.24
	1,000.00	90.00	1,919.27	184.36	2,103.63	(1,103.63)
	750.00	60.00	178.10	----	178.10	571.90
	3,000.00	250.00	10,689.27	178.33	10,867.60	(7,867.60)
. A."& Publications	----	----	----	2,475.51	2,475.51	(2,475.51)
Student Insurance	----	----	----	1,992.26	1,992.26	(1,992.26)
	392,250.00	32,700.00	362,994.17	39,296.81	402,290.98	(10,040.98)
30, 1947	17,400.00	1,450.00	----	----	----	17,400.00
	409,650.00	34,150.00	362,994.17	39,296.81	402,290.98	7,359.02
ORGANIZATIONS						
ools 1948	----	----	8,200.00	----	8,200.00	(8,200.00)
rogram 1948	22,000.00	1,850.00	18,156.00	----	18,156.00	3,844.00
ES	$431,650.00	$ 36,000.00	$389,350.17	$ 39,296.81	$428,646.98	$ 3,003.02

Schedule "C"

Statement of Operating Expenditures by Functions for Month Ended June 30, 1949

Title	Budget 1948-49	Monthly Budget	ACTUAL Totals 5-31-49	ACTUAL June 1949	ACTUAL Tot 6-3
U. S. GOVERNMENT GRANTS:					
OEA-49-1 Placement Service	28,000.00	2,330.00	26,218.67	2,213.17	28
OEA-49-1 Counseling & Guidance	12,620.00	1,050.00	11,708.84	1,331.95	13
OEA-49-1 Information & Publication	4,420.00	370.00	4,660.34	677.36	5
OEA-49-1 Program Service	5,000.00	420.00	5,112.29	455.66	5
OEA-49-1 Budget Over-estimate	960.00	80.00	----	----	
Sub-Total	51,000.00	4,250.00	47,700.14	4,678.14	52
SCC-1713 Fulbright Program	40,000.00	3,330.00	40,999.56	4,728.08	45
SCC-1140 IATS Program	3,000.00	250.00	4,463.06	356.17	4
IAEF-c4 IIAA Program	4,000.00	330.00	5,176.23	351.16	5
SCC-1832 State Department Pamphlet	----	----	3,795.45	4,105.53	7
TOTALS-U.S. GOVERNMENT GRANTS	98,000.00	8,160.00	102,134.44	14,219.08	116
INSTITUTE DIVISIONS:					
Professors, Lecturers and Specialists	16,000.00	1,330.00	13,040.34	1,060.71	14
Eastern European	24,000.00	2,000.00	18,497.25	1,301.54	19
Western European	29,000.00	2,420.00	21,171.85	1,898.30	23
Latin American	4,000.00	330.00	3,254.23	277.22	3
Asiatic and African	8,000.00	660.00	11,093.86	1,314.87	12
Student Service Coordination	6,000.00	500.00	5,470.15	570.85	6
News Bulletin 1948-49	11,000.00	920.00	3,774.78	(19.02)	3
British Summer Schools 1948	7,500.00	625.00	9,514.73	----	9
British Summer Schools 1949	----	----	5,566.73	577.20	6
Sub-Totals INSTITUTE DIVISIONS (Forward)	105,500.00	8,785.00	91,383.92	6,981.67	98

949

Totals 6-30-49	Budget Balance
28,431.84	(431.84)
13,040.79	(420.79)
5,337.70	(917.70)
5,567.95	(567.95)
----	960.00
52,378.28	(1,378.28)
45,727.64	(5,727.64)
4,819.23	(1,819.23)
5,527.39	(1,527.39)
7,900.98	(7,900.98)
116,353.52	(18,353.52)
14,101.05	1,898.95
19,798.79	4,201.21
23,070.15	5,929.85
3,531.45	468.55
12,408.73	(4,408.73)
6,041.00	(41.00)
3,755.76	7,244.24
9,514.73	(2,014.73)
6,143.93	(6,143.93)
98,365.59	7,134.41

St

Title

TOTALS-U.S. GOVERNMENT

INSTITUTE DIVISIONS (C
Sub-Totals Institute

Fund Raising
Washington Office
Ship Program 1948
Specialists Division
Counseling and Informa
Research Section
National Catholic elf
Preparatory School Pro
Foreign Study Division
Council on Junior Year
IRSIA (Belgium)
Palestinian-Arab Loan
"Unesco"
Austrian Summer School
Artist Exchange Progra
General Operating Exper
Sub-Totals
Deficit 1947
TOTALS-I STITUTE

TOTAL EXPENDITUR

Schedule "C" (Continued)

Statement of Operating Expenditures by Functions for Month Ended June 30, 1949

	Budget 1948-49	Monthly Budget	ACTUAL Totals 5-31-49	June 1949	Totals 6-30-49	Budget Balance
ENT GRANTS (Forward)	98,000.00	8,160.00	102,134.44	14,219.08	116,353.52	(18,353.52)
(Continued)						
ute Divisions (Forward)	105,500.00	8,785.00	91,383.92	6,981.67	98,365.59	7,134.41
	37,500.00	3,125.00	31,050.69	2,634.60	33,685.29	3,814.71
	8,000.00	660.00	8,682.50	868.14	9,550.64	(1,550.64)
	31,000.00	2,600.00	22,303.32	----	22,303.32	8,696.68
on	8,000.00	660.00	5,293.82	548.63	5,842.45	2,157.55
rmation	14,000.00	1,200.00	8,905.64	666.34	9,571.98	4,428.02
on	----	----	6,857.73	228.28	7,086.01	(7,086.01)
elfare Conference	----	----	155.93	36.29	192.22	(192.22)
Program	----	----	570.60	----	570.60	(570.60)
ion	----	----	5,705.77	1,086.07	6,791.84	(6,791.84)
ear in France	----	----	139.12	64.78	203.90	(203.90)
	----	----	96.01	----	96.01	(96.01)
an Fund	----	----	14.98	----	14.98	(14.98)
	----	----	109.57	----	109.57	(109.57)
ools	----	----	43.82	2.47	46.29	(46.29)
gram-Rockefeller Foundation	----	----	----	181.45	181.45	(181.45)
xpense	112,250.00	9,360.00	105,902.31	11,779.01	117,681.32	(5,431.32)
s	316,250.00	26,390.00	287,215.73	25,077.73	312,293.46	3,956.54
	17,400.00	1,450.00	----	----	----	17,400.00
TE DIVISIONS	333,650.00	27,840.00	287,215.73	25,077.73	312,293.46	21,356.54
TURES	$431,650.00	$ 36,000.00	$389,350.17	$ 39,296.81	$428,646.98	$ 3,003.02

Schedule "D"

Statement of Student Funds at June 30, 1949

Acct. No.		Balance 6-30-48	Receipts 7-1-48 to 6-30-48	Disburs 7-1- 6-30
	U.S. GOVERNMENT GRANTS:			
401	Revolving Loan Fund	4,221.75	1,003.41	5,
412	OEA-48-2 Maintenance Grants	9,928.75	(823.75)	7,
413	" Field Study Trips	1,230.00	----	1,
416	OEA-49-1 Maintenance Grants	----	80,500.00	70,
417	OEA-48-4 Maintenance Grants	----	8,640.00	8,
421	SCC 384 Near East Students & Trainees	14,503.72	(1,593.58)	6,
422	SCC 384 Near East Students & Trainees-Emergency	236.90	----	-
423	SCC 683 Near East Advanced Students	13,817.51	(2,440.63)	8,
424	SCC 683 Near East Advanced Students-Emergency	2,637.00	----	1,
425	SCC 840 Philippine Project	498.42	(18.42)	
426	SCC 855 Middle East Students	3,074.41	----	1,
434	SCC 1140 Inter-American Trade Scholarship	4,810.06	----	4,
435	IAEF-c4 Institute of Inter-American Affairs	57,415.65	(1,915.56)	29,
	Sub-Totals (U.S. Fovernment Grants)	112,374.17	83,351.47	146,
	OTHER STUDENT FUNDS			
451	Travel Fund of Swiss American Exchange	244.43	----	-
452	Refugee Scholar Fund	1,593.09	1,500.00	2,
452R	Refugee Scholar Fund-Reserve Account	970.00	(420.00)	
453	Instituto Brasil-Estados Unidos	1,332.91	(1,332.91)	-
454	Czechoslovak Student Loan Fund	358.25	----	
455	American Relief for Czechoslovakia	612.50	500.00	
456	Scholarship Fund for Eila Maarit Hyyrylainen	----	205.00	
457	Brazilian Embassy Students (DASP)	4,972.65	----	4,
458	Donald B. Straus Grant for Gerd Spitzbart	----	685.00	
459	Foreign Student Aid Fund	255.49	----	
460	Germanistic Society Fellowship	----	1,250.00	1,
461	Iran American Relations Society	426.17	----	-
462	Helen Fisher Gift-Student Aid	400.00	----	
463	French Students Aid	636.14	----	
	Totals Forward	124,175.80	85,738.56	157,

ursements 7-1-48 to 5-30-49	Balance 6-30-49
5,190.40	34.76
7,938.34	1,166.66
1,230.00	----
70,483.04	10,016.96
8,640.00	----
6,661.28	6,248.86
----	236.90
8,732.56	2,644.32
1,488.40	1,148.60
480.00	----
1,691.50	1,382.91
4,458.92	351.14
29,047.18	26,452.91
146,041.62	49,684.02
----	244.43
2,754.00	339.09
250.00	300.00
----	----
304.50	53.75
742.50	370.00
205.00	----
4,972.65	----
292.52	392.48
255.49	----
1,250.00	----
----	426.17
400.00	----
200.00	436.14
157,668.28	52,246.08

Acct. No.	
	Totals
464	Iran Students Re
465	Greek War Relief
466	Latin American B
467	Anaconda Fellows
468	Dr. Hermann Borc
469	American Society
470	General Federati
471	Netherland-Ameri
472	Italo-American F
473	Mrs. James B. Ho
474	Edoardo de Rober
475	Kappa Alpha Thet
476	Calvin Rice Memo
477	Watumull Foundat
478	Shell Chemical C
480	Dr. & Mrs. Ascol
481	Italian Student
482	Ellen Chater Gra
484	Turkish Sugar Re
485	Grant to Mr. Cha
486	Carnegie Corp. G
488	Amer.-Scandinavi
489	Account for A. D
491	Panama-U. S. Coo
493	American Field S
495	American Chemica
496	Swiss-American C
497	National Catholi Fellowships)
	Totals Forw

Schedule "D" (Continued)
Statement of Student Funds at June 30, 1949

	Balance 6-30-48	Receipts 7-1-48 to 6-30-49	Disbursements 7-1-48 to 6-30-49	Balance 6-30-49
als Forward	124,175.80	85,738.56	157,668.28	52,246.08
s Revolving Fund	6.10	----	----	6.10
lief Fellowship	2,956.31	----	315.00	2,641.31
an Bureau	141.43	----	----	141.43
owship	----	1,500.00	1,500.00	----
Borchardt Fund	25.00	125.00	150.00	----
iety for Friendship with Switzerland of N. Y.	9,650.00	----	5,389.50	4,260.50
ration of Women's Clubs-(Fulbright Program)	----	2,750.00	1,578.00	1,172.00
merica Foundation, Inc.	1,530.00	6,380.00	6,080.00	1,830.00
an Fellowships	24,865.67	----	16,597.21	8,268.46
. Hollingsworth Scholarship for a Mexican Student	500.00	----	500.00	----
obert Fellowship	124.00	200.00	324.00	----
Theta Fellowships	132.00	1,400.00	1,532.00	----
Memorial Scholarship-Arne Normann	----	450.00	450.00	----
ndation Fellowships	1,230.00	3,325.00	4,155.00	400.00
al Corporation	2,000.00	----	1,459.17	540.83
scoli Fellowship Fund	2,161.00	----	1,889.00	272.00
ent Loan Fund	179.00	155.50	251.00	83.50
Grant for Panayotis Tsiomis-Greece	----	50.00	50.00	----
r Refineries Project	1,566.70	30,678.63	26,866.71	5,378.62
Channes Shengun-Turkey	318.24	----	318.24	----
p. Grant for British & American Universities	2,053.33	----	918.54	1,134.79
navian Fdtn.-Finnish Fellowship Fund	695.00	----	695.00	----
A. De Vries	----	150.52	150.52	----
Cooperative Fellowship Program	212.50	----	----	212.50
ld Service-Lionel de Saint Quentin	----	491.00	491.00	----
nical Society-"UNESCO" Fellowship	1,512.36	4,100.00	3,510.17	2,102.19
an Centre for Medical Exchange & Information, Inc.	1,492.50	1,020.00	2,512.50	----
nolic Welfare Conference (German-Austrian s)	5,000.00	20,000.00	15,536.38	9,463.62
Forward	182,526.94	158,514.21	250,887.22	90,153.93

Schedule "D" (Continued)
Statement of Student Funds at June 30, 1949

Acct. No.		Balance 6-30-48	Receipts 7-1-48 to 6-30-49	Disbur 7-1- 6-30-
	Totals Forward	182,526.94	158,514.21	250,
498	Association for Childhood Education (Dr. E. Schliebe-Lippert)	----	334.07	3
499	National Education Association Agreement #1	----	6,420.83	6,
500	National Education Association Agreement #2	----	32,000.00	28,
501	SENAI (Brazilian National Service Industrial Apprenticeship)	9,422.28	24,939.57	18,
502	Delta Kappa Gamma Grant for Phaedra Evangelidou	----	1,805.63	1,
503	Regina Eisner Grant for Adolf W. Gessner	----	41.52	
504	Soroptimist Fdtn. of Los Angeles-Ondina Maristang Hernandez	----	162.28	1
505	Amer.-Swiss Fdtn. for Scientific Exchange & Information	3,830.00	7,695.00	4,
506	Refugee Scholar Fund-Reserve Fund for A. Grumbaum	250.00	----	--
507	Herbert Jehle Grant for Maria von Wedemeyer	250.00	350.00	4
508	Mary B. Kirkbride(and others) Grant for Alexander P. Papamarkou	200.00	650.00	5
509	Robert A. Radsch Gift for Education of German Student	100.00	----	1
510	Hillsborough Garden Club Burlingame, Calif. Grant for D. Vince	----	500.00	4
511	Beta Theta Pi-Colorado College Grant for Frederick Gollner	----	256.00	2
512	Rockefeller Fdtn. Grant for John Ladd	----	4,600.00	3,
513	Lorna Lindsley Scholarship Fund for French Students	----	4,000.00	4,
514	University of Kansas City Grant for G. Arnakis	----	150.00	1
515	University of Kentucky Scholarship Fund	----	225.00	2
516	AACTE (American Assoc. of Colleges for Teacher Education)	----	3,628.03	3,
518	"UNESCO" Fellowships	----	58,985.99	40,
519	Northrup Collegiate School Grant for Monique Woolf	----	100.00	1
520	Fund for Return Passage of G. M. Sakrawa	----	600.00	--
521	Emergency Committee in Aid of Displaced Foreign Scholars	----	875.00	--
522	Lecturers Accounts 1948-49	----	9,842.25	9.
523	Max Kade Fdtn., Inc. Grant toward the Education of a German Student	----	3,000.00	2,
524	University of Michigan Grant to Mr. Soucek (Austria)	----	300.00	3
525	British Debating Team 1948	----	2,705.50	2,
526	Oberlaender Trust Grant for Prof. Frederick W. J. Heuser	----	1,500.00	1,
	Totals Forward	196,579.22	324,180.88	381,

burseements 7-1-48 to 6-30-49	Balance 6-30-49
50,887.22	90,153.93
334.07	----
6,420.83	----
28,080.57	3,919.43
18,262.18	16,099.67
1,805.63	----
41.52	----
162.28	----
4,852.50	6,672.50
----	250.00
400.00	200.00
564.00	286.00
100.00	----
461.52	38.48
256.00	----
3,701.86	898.14
4,000.00	----
150.00	----
225.00	----
3,628.03	----
40,325.07	18,660.92
100.00	----
----	600.00
----	875.00
9.332.57	509.68
2,750.00	250.00
300.00	----
2,705.50	----
1,500.00	----
81,346.35	139,413.75

Acct. No.	Totals
527	Washington State
528	Quota Club Inter
529	Netherland-Ameri
530	Clinton H. Feiss
531	Mary McDowell Gr
532	Palestinian Arab
533	First Cambridge
534	Second Cambridge
535	The Edward W. Ha
536	The Laurence Dug
537	Korean Governmen
538	Dutch Student Fu
540	Lecturers Accoun
542	AACR-UNESCO Fell
543	American Middle
544	Artist Exchange

Schedule "D" (Continued)
Statement of Student Funds at June 30, 1949

	Balance 6-30-48	Receipts 7-1-48 to 6-30-49	Disbursements 7-1-48 to 6-30-49	Balance 6-30-49
tals Forward	196,579.22	324,180.88	381,346.35	139,413.75
tate College Grant for Franz Schneider	----	130.00	130.00	----
nternational,Inc. Fellowship for Mrs. E. de Rios	----	700.00	235.00	465.00
merica Fdtn., Inc. Grant for Mr. Van Kampen	----	2,000.00	1,825.00	175.00
eissner Grant for Toshiyo Eto	----	2,000.00	1,160.00	840.00
l Grant for Charles A. Roettscher	----	300.00	300.00	----
rab Loan Fund	----	26,790.00	12,115.00	14,675.00
lge University Debating Team 1949	----	1,835.40	1,835.40	----
idge University Debating Team 1949	----	1,868.11	1,868.11	----
. Hazen Foundation	----	500.00	193.94	306.06
Duggan Fund	----	21,787.32	----	21,787.32
ment	----	50,000.00	20,305.20	29,694.80
Fund	----	568.72	568.72	----
counts 1949-50	----	100.00	100.00	----
Fellowship	----	1,500.00	----	1,500.00
lle East Relief, Inc.	----	190.00	190.00	----
ge Program-Rockefeller Foundation	----	850.00	850.00	----
	$196,579.22	$435,300.43	$423,022.72	$208,856.93

Schedule "E"
Accounts Receivable as at June 30, 1949

Accounts Receivable-Sundry-(Account No. 20)		
Anna Havinga-Loan-G2215-(10-28-48)	$ 25.00	
J. Rosengrant-Ship Program-G3765-(5-3-49)	8.00	
American Book Shop, Caracas, Ven.-A2178-(6-2-49)	(4.28)	
M. E. Martin-Ship Program-G3900-(6-16-49)	4.00	
Rockefeller Foundation-J 74-(6-30-49)	1,031.45	
D. J. Shank-Travel Refund-J 74	58.70	
Institute of Inter-American Affairs (IAEF-c4)	666.66	1,76
American Air Lines-Deposit-(Account No. 22)		42
Council on Student Travel-(Account No. 25)		5
Committee on Junior Year in France-(Account No. 27)		20
Student Funds-Debit Balances-June 30, 1949: (Account No. 28)		
American Assn. of Colleges for Teacher Education	7.12	
First Cambridge Debating Team 1949	119.74	
Second Cambridge Debating Team 1949	62.13	
Lecturers Accounts 1949-50	60.00	
Oxford University Debating Team	239.00	48
American Field Service-Preparatory School Program (Account No. 36)		50
TOTAL		$3,45

	1,789.53
	425.00
	54.72
	201.60
	487.99
	500.00
	3,458.84

(1) <u>Briti</u>
Pay
Les

(2) <u>Korea</u>
Inc
Les

(3) <u>Grant</u>
Ref
Les

(4) <u>Grant</u>
Act
Add

The
$33

(5) <u>Grant</u>
Act
Les

Notes on Income - Schedule "A"

British Summer Schools 1949

Payment to British Council-(settlement)	$12,940.77
Less: Actual receipts-June 1949	100.00
	$12,840.77

Korean Government Program

Income deferred to 1949-50	$ 1,000.00
Less: Actual receipts-June 1949	300.00
	$ 700.00

Grant No. SCC-1140 (IATS)

Refund to U. S. Government - Balance	$ 122.21
Less: Actual receipts-June 1949	.14
	$ 122.07

Grant No. IAEF-c4 (IIAA)

Actual Receipts-June 1949-(April fee)	$ 333.33
Add: Accounts Receivable-(May-June fees)	666.66
	$ 999.99

The total income of $4,333.29 represents 13 payments at $333.33 for period 6-1-48 - 6-30-49.

Grant No. SCC-1713 (Fulbright)

Actual Receipts-June 1949	$ 5,670.50
Less: Refund to U. S. Government	360.86
	$ 5,309.64

LIFE INSURANCE FOR STAFF MEMBERS

At a recent meeting with the Staff Committee, the officers of the Institute outlined a proposed life insurance plan for staff members.

The officers propose to purchase for each staff member in the Institute's retirement plan over the age of 35, an insurance policy with the Teachers Insurance and Annuity Association. Under this policy one unit of life insurance would be paid for by the Institute. Staff members over age 50 would receive 1-1/2 units paid for by the Institute.

Each unit of insurance would cost the Institute $1. There are 42 staff members who would benefit from this proposal and 14 of these staff members are over age 50. The monthly cost to the Institute would be $49., or an annual cost of $588. The method of premium payment is on an annual or semi-annual basis. It is proposed to make our payments on a semi-annual basis. There would be a slight reduction from the above figure for payments in this manner.

The policy is known as Collective Decreasing Insurance. It is intended to run concurrently with a retirement plan. As all recipients of this insurance are either in the retirement plan or will be in the retirement plan shortly, an adequate death benefit would be guaranteed under the policy. At the present time staff members in the retirement plan have a very small death benefit, since the plan has just begun. As the retirement death benefit increases, the insurance death benefit will decrease. The insurance death benefit and the retirement death benefit running concurrently would assure each staff member an adequate death benefit through the years.

The following is a table of the benefits under the insurance plan. The amount shown is for one unit of insurance. As the benefit decreases rapidly for age 50, we have proposed that each employee over 50 receive an additional 1/2 unit. This is necessary due to the small amount available to these people in their present retirement plan.

Age	Guaranteed Insurance under a one unit policy	Additional Insurance "Dividend" in 1948	Total Benefits in 1948 if Death occurs at Age Set Opposite
25	$2,860	$858	$3,718
35	2,050	615	2,665
45	1,150	345	1,495
55	540	162	702
65	250	75	325

The attached is a draft of a resolution prepared by the Teachers Insurance Annuity Association which is worded in a form acceptable to their actuaries. The wording carries out the intention of the Institute's plan.

9-1-49

Suggested Draft of Collective Decreasing Insurance Resolution

1. A Collective Decreasing Insurance Plan is hereby established at the Institute of International Education which shall apply to:

   All full-time permanent employees under age 70 who are;

   a) age 35 or over

   b) between age 30 and age 35, but have completed 3 years of service.

   After the inauguration of this plan, entrance of eligible individuals shall be on the first June 1 or December 1 following attainment of eligibility.

2. Insurance of an individual under this plan shall normally begin on the first day of the calendar month next following his entrance into a class of section 1 or on October 1, 1949 if this is later. However, unless otherwise arranged, the insurance of an individual shall not begin until the receipt by Teachers Insurance and Annuity Association of America of a completed application for the insurance and the first premium, and then only if the participant is, when the insurance is to begin, in active service performing fully the duties--more than nominal of his position.

3. Each individual covered by this plan shall be insured for the number of units as provided by Teachers Insurance and Annuity Association of America of Collective Decreasing Insurance according to the following schedule:

Class	Insurance
A. Under Age 50	1 Unit Collective Decreasing Insurance
B. Age 50 and over	1-1/2 Units Collective Decreasing Insurance

After the inauguration of this plan, individuals in Class A shall apply for the additional one-half unit of Collective Decreasing Insurance on the first June 1 or December 1 after attaining age 50.

4. Institute of International Education shall pay in full to Teachers Insurance and Annuity Association of America all premiums on the policies issued under this plan as they fall due while their holders continue to be covered by the plan.

5. The director of Institute of International Education shall take such steps and perform such acts as may be necessary or reasonably appropriate to carry out the intent of this resolution.

6. Institute of International Education reserves the right to modify or discontinue this plan at any time.

CONFIDENTIAL
Prepared by the Institute of International Education, August 24, 1949.

A Brief Preliminary Analysis of a Possible Reorganization of the Selection Procedure for American Students under U. S. Government Grant Program Public Law #584 - 79th Congress (Fulbright Act)

This analysis is based on the following premises:

(1) The Institute of International Education, as an agent of the Department of State and the Board of Foreign Scholarships, will be asked to establish a decentralized machinery for the selection of American candidates for U. S. Government grants.

(2) A major focus in the decentralized operation will be placed on selection committees in institutions of higher education.

(3) State selection committees will be established to nominate to the Institute candidates for state-designated awards received from the colleges within the state.

(4) Adequate funds to cover the costs of administering the decentralized program will be provided by the Department of State.

The duties of the institutional selection committees and the state selection committees are outlined in the following sections. The proposal provides for a slightly different operating procedure for state-designated scholarships and scholarships-at-large. Under both procedures final responsibility for certifying candidates to the Board of Foreign Scholarships would rest with the National Selection Committee of the Institute.

I. Institutional Selection Committee

1) The Institute will formally request the president of each four-year degree-granting institution in the United States, its District and territories, to establish (or designate an existing committee as) an institutional Fulbright selection committee to work with the campus Fulbright adviser.

Because of the short time which will be available before the competition opens in the fall of 1949, the Institute will concentrate its attention for the 1950-51 competition upon the establishment of committees in as many institutions as possible with enrollments of more than 5,000 students. In 1948-49 there were 105 such institutions in 32 states and the District of Columbia. In addition, the Institute will organize a selection committee in the largest institutions in the other 16 states. Candidates from all other institutions in the fall of 1949 would apply directly to the Institute, as at present.

2) The Institute will prepare a manual of procedures for the institu-

I. (Cont'd.)

tional selection committee and the Fulbright adviser.

3) Any student enrolled in a college or university will be required to apply for the competition at the institution in which he is enrolled. This will mean that approximately 90 percent of all candidates must apply through the institutional selection committees.

4) Students who are not enrolled in a college or university at the time the application is submitted should apply directly to the Institute's New York office for the competition for awards-at-large.

5) Each institution will be instructed to submit a specified number of applications (The Institute suggests two from each institution except in the four states which have fewer than five institutions each. In these cases the institutions should be permitted to submit more nominees) to the State Selection Committee which will be charged with nominating candidates for state-designated awards.

6) In addition, the institutional selection committee will be authorized to screen carefully and to submit to the National Selection Committee of the Institute candidates whom the local committee believes eminently fitted for awards-at-large.

The Institute believes that it is not feasible, because of the complicated nature of the several national competitions, to limit the applications which an institution may recommend for awards-at-large.

7) The institutional selection committee will be required to submit to the Institute regular detailed reports regarding the local competition.

II. State Selection Committee

1) The Institute will request the administrative officer of each state, district or territory, to establish a State selection committee to nominate a specified number of candidates and alternates for State-Designated Scholarships to the National Selection Committee of the Institute.

The Institute believes that State Selection Committees cannot be effectively organized in the short period between the final action of the Board of Foreign Scholarships and the Board's proposed deadline date of December 1 for the closing of competition for the coming year. It recommends, therefore, that the State-Designated Scholarships be open for competition in the fall of 1950 for the academic year 1951-52.

2) The Board of Foreign Scholarships will establish for each state and territory the number of State-Designated Scholarships. (The Institute proposes that two scholarships be designated for each state and one each for the District of Columbia, Alaska, Hawaii, Puerto Rico, or a total of 100 scholarships.)

To avoid overloading any one national program it is proposed that each state be limited to one nominee and one alternate for any one country.

3) The Institute would instruct each state selection committee to

II. (Cont'd.)

nominate twice the number of persons allotted to that state, ranking them as nominees and alternates.

4) The Institute recommends, in order to assure complete geographical representation, that the following eligibility requirements be established for State-Designated Scholarships:

(a) Legal residence in the state
(b) Enrollment in an institution within the state
(c) Nomination by the selection committee for an institution within the state.

This proposal would limit state awards to young men and women who are enrolled in a college or university of the state. It would, in no real sense, handicap the resident of a state who chose to study in some other state, since the student would still be eligible to compete for the greater number of "scholarships-at-large". It would simplify substantially the operation of the state committees since only applications certified by the institutions within the state would be passed to the state committee for consideration.

5) The nominees of the state selection committee would be transmitted to the National Selection Committee of the Institute and then transmitted with appropriate comments to the State Department and the Board of Foreign Scholarships.

6) Unsuccessful candidates for State-Designated Scholarships would be transmitted by the State Selection Committee to the Institute for consideration in the competition for awards-at-large.

III. National Selection Committee of the Institute

1) The National Selection Committee would receive, under this program, four types of applications:

(a) State nominees for State-Designated Scholarships from the State Selection Committees,

(b) Unsuccessful applications for State-Designated Scholarships from the State Selection Committees to be considered in the competition for awards-at-large.

(c) Candidates nominated by institutional selection committees for awards-at-large,

(d) Applications for awards-at-large from individuals who are not enrolled in a college or university.

2) Nominees for State-Designated Awards would be transmitted by the National Selection Committee with appropriate comments to the State Department.

3) The selection procedure for awards-at-large would remain substantially as it is at present with improved efficiency both in the Institute and in the State Department.

CONFIDENTIAL
August 24, 1949

Memorandum Regarding Decentralized Selection Procedure

Prepared by: Institute of International Education

The Institute of International Education understands that the Board of Foreign Scholarships wishes to develop the selection procedure for American students to go abroad under the Fulbright Act to achieve two major objectives:

First - to obtain the best qualified students
Second - to obtain maximum participation in and understanding of the program by citizens of the several states.

With these objectives the Institute is in complete agreement.

The Institute has already recorded its belief that progress toward these two objectives could be most quickly and efficiently achieved by the immediate establishment, of three or four geographic regional committees, working in close cooperation with the National Selection Committee of the Institute and with screening committees to be established on individual campuses. The Institute has, however, drawn up this memorandum in line with the Board of Foreign Scholarships proposal to allocate a specified number of places to each state. It believes that the proposed plan is practical though complicated and wishes to point out the difficulties which are involved in the establishment of a decentralized operation.

The Institute wishes to point out several very important factors in the consideration of this program:

(1) The Institute's plan represents complete decentralization of preliminary screening inasmuch as every student who is enrolled in a college or university would be required to apply through the institution where he is studying. This may mean that within the next year there will be as many as 1,300 preliminary screening committees established in the states, District, and territories.

The colleges and universities of the several states with their constituency (boards of trustees, alumni, parents, etc.) represent the most

effective "grass roots" participation in the program. The Board of Foreign Scholarships has repeatedly emphasized its great interest in the personal characteristics of applicants. The Institute agrees with the importance of this factor and emphasizes that the men and women on the local campus have the best opportunity to know the candidates. A comprehensive and authoritative interviewing program at either the National Selection Committee or State Committee level would be prohibitively expensive. From the academic point of view, the Institute believes that its proposal which would require the college or university to approve any nomination which is submitted should result in elimination of the unqualified or unsuitable candidates. It may even improve the quality of the final panels.

(2) The responsibilities of and the machinery for the State Selection Committees have purposely been kept as simple as possible. The Institute does not believe that the time schedule between October 1, 1949 and December 15, 1949 permits the establishment of any State Committees for the current competition. With the time schedule which will always obtain in the competition, the Institute believes that it is neither necessary nor practical to request the State Committees to review and pass upon all nominations from the colleges and universities. The recommendations which the Institute has made regarding eligibility for State Designated Awards assures that young candidates actively studying in the colleges and universities of that state will receive nomination for State-Designated awards. The procedure whereby the State Committee selects two nominees and two alternates from the two candidates submitted by each institution in the state should assure prompt and effective action by a committee of distinguished citizens.

(3) The Institute proposes to encourage the colleges and universities to submit their two best candidates to the State Selection Committee for the State-Designated awards. This should be of importance not only in as-

suring good state candidates, but also in identifying superior candidates for consideration in the competition for awards-at-large.

(4) Repeated reference is made in the Institute's proposal to the control which the time schedule exercises over any selection machinery. If it is not possible to announce the competitions before October 15 of each year, and if December 15 is the date on which papers must be submitted to the Institute, then only nine weeks, less the time for Thanksgiving vacation, is available for this part of the program. A minimum of four but preferably six weeks for candidates to submit their applications to the local institutional committees is necessary. This means that only five weeks will normally be available for the final screening of the institutional committee and by the State Committee. This is not the result of the current emergency, but will be the general situation in the years ahead.

I. Potential numbers involved

It is not possible to make authoritative estimates of the number of American students who will apply in future years for government grants. During 1948-49 approximately 8,000 persons filed cards indicating great interest in the competition, and approximately 4,000 submitted official application blanks. Because this was the first year of the competition and because some national programs were announced very late and with little time for publicity, the figures are probably not of great significance. It should be emphasized, however, that the number of applicants in 1948-49 was five and one-half times the number in the next largest competition which has operated for many years - the Rhodes Scholarship.

According to the U. S. Office of Education the 1,300 degree-granting institutions in the United States had a total enrollment in September 1948 of about 2,200,000. Approximately 15 per cent of this number, or 330,000, can be estimated to be ~~seniors~~ seniors or graduate and professional school students, and therefore eligible on the criterion of the completion of a bachelor's degree.

It is obvious that the academic interests of students, the specialized opportunities available in the various country programs, and the language requirements in most competitions, will substantially reduce the number of potential applicants. If as many as 6 per cent of the students who will receive their degrees within the year, or have already received their first degree, should apply, it is possible that about 20,000 candidates might compete each year. This figure may increase as the GI benefits expire and if the job situation for college graduates grows tighter.

The estimate is presented to emphasize the potential administrative load which must be considered in evolving a practical decentralized plan.

II. Responsibilities of colleges and universities under the proposed program.

The college or university becomes the key factor in the decentralized program as outlined by the Institute. The Institute proposes to request the president of the institution to make a substantial contribution in terms of staff time and money. The 105 institutions in the 33 states and the District of Columbia which in 1948 reported an enrollment of more than 5,000 students, will have an unusually heavy burden.

In requesting the immediate cooperation of the larger universities on the decentralized program, the Institute believes that it will be necessary to indicate with frankness and in considerable detail exactly what may be involved for the college or university. A manual of suggested operating procedures would go to the president of the college with the request to establish an institutional selection committee. It is assumed that the existing Fulbright adviser will in most cases become either the chairman or the executive secretary of the institutional committee. It should be emphasized that the adviser is often a busy and important faculty member with numerous other duties. Speedy and efficient administration at this level must be assured by the institution. Since much of the work in nominating candidates will necessarily fall in the relatively short period from October 1st to December 15, the Fulbright

adviser in larger institutions will need to be free to give a substantial part of his time to the operation. During the entire year, the adviser will need to be studying materials on opportunities in various countries and counseling students. In addition, he will need office space with adequate files and secretarial help.

The major functions which will be assigned to the Fulbright adviser and the campus selection committee are as follows to:

1. Be the contact man between the institution and IIE with respect to all aspects of the U.S. Government student grant program.
2. Publicize the opportunities on the campus and in the community.
3. Interpret and counsel students on the general program and the detailed opportunities in various country programs.
4. Stock, give out, and receive the official application blanks.
5. Arrange and conduct personal interviews of all eligible candidates and report thereon for the benefit of the institutional, State, and National Selection Committees.
6. Disqualify ineligible candidates.
7. Prepare concise summaries of applications for the campus selection committee.
8. Convene, and act as either executive secretary or chairman of, the campus committee.
9. Submit the campus recommendations for awards-at-large to IIE.
10. Submit, in the fall of 1950, two campus nominations for state designated awards to the State Selection Committee.
11. Notify students of their failure to pass the campus committee.
12. Submit regular reports to IIE showing:

    a) the number of students applying for each competition
    b) number of incomplete or ineligible applicants
    c) names of unsuccessful applicants

d) names of candidates submitted to State Committee for State-Designated awards.
e) other information

Under the Institute's proposal, candidates enrolled in colleges and universities who are disqualified by the Adviser or not recommended by the institutional selection committee cannot apply directly either to the State Committee or to the National Selection Committee of the Institute. This means that the institutional selection committee will have the responsibility for eliminating a substantial number of candidates and will need to be able to justify its actions to all parties who may be interested in the competition. It should also mean that the total number of applications coming to the Institute will not increase substantially as the program becomes better known.

The Institute believes that most institutions will endeavor to cooperate, but may in the very early future request some financial assistance to help carry the local costs. Even though the institution should be able to contribute the services of a professional member of the staff for the three or four month period in which the load will be the heaviest, it is possible that there will be requests to help in paying for the necessary secretarial assistance. Many universities traditionally find it difficult to supply such help to staff members. In the larger institutions with many graduate students the annual requests might amount in future years to as much as $300-$500 per institution.

III. State Selection Committees

Under the Institute's proposal the major responsibility of the State Selection Committee is limited to the nomination of two candidates and two alternates for State-Designated awards from the two applications submitted by each four-year degree-granting institution in the State. The State Selection Committee would transmit these nominations to the National Selection Committee

of the Institute. On the assumption that the colleges and universities will nominate their very best candidates for State-Designated awards, the State Selection Committee would transmit unsuccessful applications for the State-Designated awards to the Institute for consideration in the competition for awards-at-large.

This part of the program has been kept as simple as possible because of the very tight time schedule for the annual competitions.

The Institute proposes to ask the chief administrative officer of each state, district, or territory to establish the State Selection Committee. It proposes to prepare a manual of operations to go with the letter to the Governor.

The method of selecting the State Committee presents many complications. Before the invitation to establish the State Committees goes out, the Institute believes that it may be desirable to request the opinions of a selected group of educational institutions regarding the most effective means of establishing the State machinery. At this time, the Institute suggests that the Governor should be asked to name a five-man committee of which two members represent the colleges and universities of the state, two represent the citizens of the State, and one representative designated by the Governor.

The Governor would convene the first meeting of the State Committee, the State Committee would be authorized to select its chairman and to designate an ex-officio executive secretary. The Institute assumes that in most cases the executive secretary for the committee would either be a person in the State Education Department or in the State University.

As in the case of the institutional selection committee, the Institute would assume that the state may not require funds for this operation. It should be pointed out, however, that if the program is to operate efficiently, there will need to be both professional and clerical help available to the State Committee.

If each institution is allowed to submit two nominations for the State-Designated awards, 15 State Committees will receive more than 60 applications. Six states may receive from 100 to 200 applications. The responsibility for digesting these applications and preparing them for the selection committee will require professional and clerical assistance. In addition it may be necessary in some cases to pay the travel expenses of the members of the State Selection Committee. The Institute believes that in future years the six states with the most institutions might request financial assistance, averaging as much as $500 annually.

IV. The National Selection Committee of the Institute

The Institute does not believe that the decentralized operation will reduce the staff required for the official screening and certification of American candidates. It does not believe that a practical and fair system can be evolved to limit the number of applications which any one institution may submit for the awards-at-large. The varying numbers of opportunities available in the national competitions, the different academic interests of colleges and universities and the historical bi-national interests of certain areas of the U. S. make institutional allotments difficult, if not impossible. The Institute does believe that the decentralized program should avoid the necessity of any substantial increase in its staff in handling the final competition. A larger staff will be needed, as the interest in the competition grows, if all applications continue to come directly to the Institute.

The Institute believes that it will be necessary to have additional qualified personnel to work continuously in the field with Institutional and State Selection Committees. It believes that two men well-acquainted with educational practice and the Fulbright Program will be needed to spend most of their time in working out details and problems with institutional selection committees. In addition, it believes that one professional person will be re-

quired to work with the State Selection Committees because of the important political implications of this development. The men or women who would be required for these three jobs should be paid at least $6,500 a year or a total of $19,500.

V. Suggested Time Schedule

The Institute has drawn up the following time schedule to indicate what will be involved, if the program which it has suggested should finally be approved by the Board of Foreign Scholarships at its meeting on September 23-24. The Institute believes that it can prepare the necessary materials for the institutional committees within this time schedule, if the State Department is able to consider the material promptly. A feasible schedule for 1949-1950 and 1950-1951 follows:

1949-1950 -	October 15 -	Announcement of competition
	October 20 -	Letter to presidents of largest universities outlining program with copy to Fulbright adviser. Six to eight page memorandum of instructions to gp with letter outlining immediate duties.
	October 20 to November 1 -	Stocking of selection committees in larger institutions with application blanks.
	November 1 to November 30 -	Applicants secure papers from Advisers in larger institutions and from IIE in all others.
	November 30-	All competitions close.
	December 1 to December 10 -	Institutional committees nominate their candidates and submit them to IIE.
	December 10- to December 15	IIE receives institutional panels.
	February 15-	IIE submits first panels of recommended candidates to Department of State.
	February 1 to February 10 -	IIE requests all institutions to form committees and agree to cooperate on local screening for fall of 1950.
	April 1 -	IIE requests governors to establish State Selec-

tion Committees for fall of 1950.

1950-1951 -	October 15 -	Competitions open.
	November 18-	All institutions close competition.
	November 20- to November 30	Institutional committees meet and: (1) Nominate 2 candidates to State Selection Committees for State-Designated awards, (2) Nominate candidates to IIE for awards-at-large.
	December 1 - to December 10	State Selection Committees meet and nominate to IIE, two candidates and two alternates for State-Designated awards and transmit to IIE the papers of unsuccessful candidates.
	February 15-	IIE submits first panels of candidates for State-Designated awards and awards-at-large to Department of State.

f.D.E Memoranda etc.

MINUTES
of
MEETING OF THE EXECUTIVE COMMITTEE
of the
INSTITUTE OF INTERNATIONAL EDUCATION

September 7, 1949, 1 P. M.

The following members of the Executive Committee were present:

Edward W. Barrett
Dudley B. Bonsal
Harry J. Carman
Mrs. Sam A. Lewisohn
Mrs. Maurice T. Moore
Leland Rex Robinson
Ordway Tead

The following members of the staff were present:

Donald J. Shank, Acting Director and Secretary
Bess N. Trinks, Assistant Secretary

The meeting of the Executive Committee was called to order at 1 P. M. by Dr. Ordway Tead, who was designated acting chairman of the meeting by Dr. George N. Shuster, chairman, who was unable to attend.

1. Financial Review.

Mr. Shank reviewed the financial situation and reported a balance of $8,027.28 in operating funds at the end of the fiscal year 1948. This surplus is over and above the deficit showing at the end of the fiscal year 1947, and removes all deficits from the books. However, delay in appropriations of Government funds has meant that the Institute is going ahead with Government contract programs without having received the contracts and appropriations for 1949-50 from the State Department and the Office of Education. It is hoped that the negotiation of these contracts will be completed during September.

2. Proposed Life Insurance for Staff Members.

Following a report by Mr. Shank, pointing out the need for an overall group life insurance policy and after appropriate discussion, it was moved, seconded and carried unanimously that a group health insurance policy known as Collective Decreasing Insurance be established with the Teachers Insurance and Annuity Association. Forty-two staff members would benefit from the policy, at an annual cost to the Institute of $588. The approved resolution stands as follows:

~~Suggested Draft of Collective Decreasing Insurance Resolution~~

A. A Collective Decreasing Insurance Plan is hereby established at the Institute of International Education which shall apply to:

All full-time permanent employees under age 70 who are:
1. Age 35, or over.
2. Between age 30 and age 35, but have completed 3 years of service.

After the inauguration of this plan, entrance of eligible individuals shall be on the first June 1 or December 1 following attainment of eligibility.

B. Insurance of an individual under this plan shall normally begin on the first day of the calendar month next following his entrance into a class of section A or on October 1, 1949 if this is later. However, unless otherwise arranged, the insurance of an individual shall not begin until the receipt by Teachers Insurance and Annuity Association of America of a completed application for the insurance and the first premium, and then only if the participant is, when the insurance is to begin, in active service performing fully the duties -- more than nominal of his position.

C. Each individual covered by this plan shall be insured for the number of units as provided by Teachers Insurance and Annuity Association of America of Collective Decreasing Insurance according to the following schedule:

Class	Insurance
1. Under Age 50	1 Unit Collective Decreasing Insurance
2. Age 50, and over	1-1/2 Units Collective Decreasing Insurance

After the inauguration of this plan, individuals in Class 1 shall apply for the additional one-half unit of Collective Decreasing Insurance on the first June 1 or December 1 after attaining age 50.

D. Institute of International Education shall pay in full to Teachers Insurance and Annuity Association of America all premiums on the policies issued under this plan as they fall due while their holders continue to be covered by the plan.

E. The officers of Institute of International Education shall take such steps and perform such acts as may be necessary or reasonably appropriate to carry out the intent of this resolution.

F. Institute of International Education reserves the right to modify or discontinue this plan at any time.

3. Proposed Decentralized Fulbright Selection Procedure.

Mr. Shank gave the background of the relationships with the Department of State and the Board of Foreign Scholarships in operating the selection program for American graduate students to study abroad under the Fulbright Act. Since the Institute as an agent of the above mentioned bodies will be asked to establish a decentralized machinery for the selection of American candidates

for U. S. Government grants, a preliminary analysis of reorganized selection procedures has been undertaken. The Institute plan would include the establishment of selection committees in institutions of higher education and State selection committees. The expense of administering the decentralized program would be borne by the Department of State.

After the plan has been approved by the Department of State and the Board of Foreign Scholarships, the Institute will formally request the presidents of colleges and universities in the United States to designate a Fulbright Selection Committee to work with the campus Fulbright adviser. These committees will make a preliminary screening of the applications and forward to the National Selection Committee at the Institute those which should qualify for consideration. Students who are not enrolled in a college or university would apply directly to the Institute's New York office in competition for awards at large.

The Administrative Officer of each state would be requested to nominate a specified number of candidates and alternates to the National Selection Committee for State Designated Scholarships.

It is believed that two major objectives will be achieved under the proposed decentralized plan:

A. The best qualified students will be obtained.

B. Maximum participation in an understanding of the program by citizens of the states will also be obtained.

Further, the Institute will establish closer working relationships in the scholarship field both with state administrations and American educational institutions.

The Executive Committee approved the Institute's support of the comprehensive plan set before them in mimeographed form and supplemented in the verbal report from Mr. Shank.

4. Report on developments regarding Institute presidency.

It was necessary for Dr. Tead to leave the meeting at this time. Mrs. Lewisohn presided for the balance of the meeting upon his designation.

Dr. Carman, chairman of the Committee on Selection, briefly reported progress which has been made over the summer months with regard to the Institute presidency. A tabulation was presented of the replies made by the members of the full Board of Trustees, concerning Messrs. Grace, Holland and Litchfield. Following consideration of the trustees' rankings and after appropriate discussion, a motion was made, seconded and carried authorizing the action stated below:

a) That Mr. Shank ascertain in Paris if Mr. Holland, as first choice of the Executive Committee, would be available for consideration for the position and report his findings immediately to Dr. Shuster;

b) That Dr. Shuster confer with a representative of the Institute's staff to obtain a consensus of their opinion regarding the three initial choices, particularly with respect to Mr. Holland; and refer the matter back to the Executive Committee if there is strong protest voiced against Mr. Holland;

c) That Dr. Shuster be informed of the Committee's nomination of Dr. Litchfield as the next choice, should Mr. Holland not wish to consider the invitation;

d) That the full Board be informed as soon as a definite recommendation is made so that final action can be taken at the annual meeting in November.

New Business.

Mr. Shank reported that the administrative officers of the Institute were hopeful of obtaining additional space at 2 West 45 Street and that negotiations for the rental of such space would probably take place during his absence in Europe the last three weeks in September. The Executive Committee approved unanimously a resolution authorizing the chairman of the Board or the assistant secretary to sign leases for the rental of office space at 2 West 45 Street in the absence of the acting director.

The meeting was adjourned at 2:15 P.M.

Respectfully submitted,

DONALD J. SHANK
Secretary

THE LAURENCE DUGGAN FUND Room 410, 53 Broadway New York 4, New York

MEMORANDUM

February 17, 1949

TO: The Sponsoring Committee

FROM: Bess N. Trinks

When The Laurence Duggan Fund was created and put into operation, the initiators of the Fund viewed it as a short-term project which would probably terminate its activities within a month's time. They planned, therefore, to make the presentation to the Board of Trustees of the Institute of International Education at their next meeting on February 28.

However, with the continued receipt of additional lists of names and added suggestions for wider circulation of the Fund letter not only from members of the committee but from actual contributors to the Fund, it is now felt that the presentation should be delayed until a future date. This will permit the carrying out of the numerous recommendations which have been made just recently by interested friends and acquaintances who have expressed enthusiasm and "gratitude for the opportunity to participate".

You will be interested to know the totals as of February 14:

Number of contributors	254
Total contributions	$15,210

SENT TO YOU AT THE REQUEST OF DR. DUGGAN - February 23, 1949

C O P Y

INSTITUTE OF INTERNATIONAL EDUCATION
Two West Forty-Fifth Street
New York 19, N. Y.

Sweet Briar College
Sweet Briar, Virginia
February 5, 1949

Dr. Stephen Duggan
Old Long Ridge Road
Stamford, Connecticut

Dear Dr. Duggan:

Thank you for your letter of February 3 with its extended comments on the statement that I sent you recently concerning my withdrawal from the Institute.

I am sorry that I neglected to indicate to you at the time, that I of course sent a copy of the statement to both Mr. Murrow and Mr. Packard, with a covering note identical to that which I sent to you, and all three went in the same mail on January 27th.

There is no further comment that I need make at this time, except that I appreciate the further information which your letter just received contained. Further, my statement was of course not deliberately drawn up "because Laurence was no longer here". It had been my intention to draw up and send such a statement to him months ago, and send a copy to Messrs. Murrow and Packard. I became so occupied in my new duties of teaching at Sweet Briar College, and it was necessary for me to take time out for trips away from here, so that I simply did not get around to this matter, as soon as I intended. It was a portion of a day of the more-or-less free period between the classes of the first and second terms that I used to write the statement.

I have not yet heard from Mr. Murrow or Mr. Packard.

Cordially yours,

Signed: Edgar J. Fisher

EDWARD R. MURROW
485 Madison Avenue
New York, New York

February 4, 1949

Dear Dr. Fisher:

In response to your letter of January 27th I should like to say that I have seen a copy of Arthur Packard's letter to you under today's date and find myself in complete agreement with him on the matter.

In view of the circumstances, I find it difficult to determine what useful purpose may be served by this correspondence.

Sincerely yours,

Dr. Edgar J. Fisher
Sweet Briar College
Sweet Briar
Virginia

cc: Mr. Arthur Packard
John D. Rockefeller, Jr. Office
30 Rockefeller Plaza
New York, New York

FOR YOUR INFORMATION

February 4, 1949

Dr. Edgar J. Fisher
Sweet Briar College
Sweet Briar, Virginia

Dear Dr. Fisher:

Thank you for your letter of January 27 and for the statement that came with it setting forth your views and interpretations concerning your withdrawal from the service of the Institute of International Education.

Since your memorandum interprets and comments upon the Board of the Institute, since it reflects an estimate of Laurance Duggan which runs counter to the expressions of confidence which the Executive Committee of the Board publicly expressed in him at the time of his death, since Laurance Duggan, with whom your statement is largely concerned, is unfortunately not here to comment on your statement, and since in the light of the foregoing your statement involves the Institute as an organization, whose welfare we both have at heart, I do not feel that I could make personal comment on your statement without involving the Institute and its Trustees. I plan, therefore, to refer the matter to the Board when it meets at the end of this month. It would I am sure be helpful to the Board if at that time I could give them the benefit of your thoughts as to your use of the statement.

With all good wishes,

Very sincerely,

Arthur W. Packard

SWEET BRIAR COLLEGE
SWEET BRIAR
VIRGINIA

January 27,1949.

Mr.Edward R.Murrow,
Columbia Broadcasting System,
485 Madison Avenue,
New York, N.Y.

Dear Mr.Murrow,

The reason for drawing up the enclosed statement is indicated in the brief opening paragraph.

If you have any comment upon the statement,I would appreciate your letting me know at your early convenience.

Sincerely yours,

Edgar J. Fisher

Edgar J.Fisher.

FOR INFORMATION AND NOT FOR PUBLICATION.

STATEMENT

CONCERNING the WITHDRAWAL of

EDGAR J. FISHER

from the SERVICE of the

INSTITUTE OF INTERNATIONAL EDUCATION

in New York, N.Y.

January
27th
1949.

STATEMENT
Concerning the Withdrawal of Edgar J.Fisher
from the Service of the Institute of International Education.

January 27,1949.

The events of the last months have brought to me indications of interest and concern on the part of a considerable number of persons,as to the circumstances under which I withdrew from the Institute of International Education. On this account I am drawing up this statement.

For some time previous to his retirement as Director of the Institute of International Education,Dr.Stephen Duggan had indicated to me that he hoped and expected that I would succeed him as Director.The Trustees of the Institute,however, decided that they desired to have a younger man become the new Director. In discussing with Dr.Duggan the choice of a new Director the Trustees never raised the question with me- I expressed the hope that the new man would be someone with whom I could work cooperatively as Assistant Director. I understood that certain names had been mentioned as candidates. Dr.Duggan and I discussed several,and I suggested the name of his son,Mr.Laurence Duggan. The name of his son,who was at this time a member of the Board of Trustees of the Institute, may have been mentioned earlier by others. I told Dr.Duggan that I regarded Laurence as a man of ability,integrity and a sense of justice,and hence one with whom I could continue to work cooperatively and effectively.

The problem appeared to be,from what Dr.Duggan told me,of getting his son's name presented to the proper Committee of the Board of Trustees,of which Dr.Waldo Leland was Chairman. Dr.Duggan was also a member of that Committee,and I understood from him,that Laurence Duggan was unwilling that anyone at the Institute should lobby in his behalf. With Dr.Duggan's consent and approval, I wrote to Mr.Sumner Welles in the early summer of 1946,asking if he would write to Dr.Leland in support of Mr.Duggan for the Directorship of the Institute. The reply of Mr.Welles to me was to the effect that Laurence Duggan had led him to understand that he would not be interested in succeeding his father at the Institute. I understood his position,but suggested in a letter of July 9,1946, to Mr.Welles that he would doubtless be glad to write,if a member of the Institute's Committee requested a statement. At the same time,for the reason mentioned above, I asked Mr.Welles to keep our correspondence confidential for the time. Under date of July 13,1946, Mr.Welles wrote me that if any member of the Institute's Committee wrote him "with regard to the election of Laurence Duggan as Director of the Institute in the place of his father,it will give me the greatest pleasure to reply by saying that there is no one of whom I know who could ,in my judgment,fill such a position with greater ability". As far as I know,Mr.Welles was never asked to write a letter to the Institute's Committee in behalf of Mr.Duggan.

Later,as I understood,Mr.Duggan indicated his willingness to have his name presented provided it was not done by his father and that no one at the Institute lobbied for him. The members of the Committee did not request letters of support. The new Director was elected at the annual meeting of the Board of Trustees in late October,1946,and took office at a brief ceremony at the Institute on November 1st,at which Mr.Edward R.Murrow,the new President of the Board of Trustees ,presided.

Meanwhile both Dr.Duggan,now Director Emeritus, and Mr.Duggan had expressed themselves favorably concerning a suggestion that my title at the Institute should be changed from Assistant Director to Associate Director,and that I should have an increase in salary. Dr.Duggan had informed me that the Executive Committee of the Institute's Board was agreeable to both the change in my title and salary,as suggested,but not until after the announcement of the new Director had been made. The Executive Committee did not take action on these matters,although Dr.Duggan and the new Director both assured me on more than one occasion that,because of my long period of service at the Institute and the eminently satisfactory character of my work,there was no thought of disturbing my status by demotion or discharge. Indeed in a letter under date of February 24,1947,which I received from Mr.Duggan,who was then in Winter Park,Florida,he wrote,"I believe that everything is moving satisfactorily as far as your good self is concerned. The Committee approved my recommendation for two top executives under the Director and added the suggestion that a change of title in the top reaches,including that of Director,might be advisable.This was a new thought to me.Its implementation will have to await my return. Meanwhile,in view of all the delays,Murrow said that he would go over things at length with you."

Mr.Edward R.Murrow and Mr.Arthur Packard, members of the Board of Trustees,invited me to lunch with them at the Coffee Shop in the Hotel Seymour,on West 45th Street,on February 26th,1947. The brief comment in my Diary under that date concerning this luncheon conference is as follows:"These chief members of the Board of Trustees wished to discuss Institute developments of the last half-year or more,with respect to my status and position. The upshot of it was that they wished to say that they had every confidence in me at the Institute and wished that I would have in them!" Certainly for my part I had never given them cause to think otherwise. I do recall definitely that Mr.Murrow,probably with Mr.Packard agreeing,stated that he did not understand the meaning of "Associate Director",and I sought to explain that the term "Associate" was very commonly used in many cases to indicate some advancement over that of "Assistant".

The Board of Trustees of the Institute held a special all-day meeting on June 25,1947. The next morning Mr. Duggan asked me to come to his office for a "chat". The dictionary defines "chat" as "idle or small talk". The object of this "chat" was to tell me that the Board of Trustees had voted at its meeting on the preceding day,that my services at the Institute would be

discontinued as of December 31,1947,and he stated "that the Board of Trustees indicated a desire to deal generously with me when my connection with the Institute was severed". As I wrote in a letter somewhat later to Mr.Duggan,"This news completely stunned and baffled me,because you and your father,as well as Mr.Edward R. Murrow and Mr.Arthur Packard in a luncheon interview which I had with them at their invitation,had all assured me that there was no thought of ousting me from the Institute,in view of my twelve years of service,during which there had been at no time any complaints of inefficiency or neglect.I had always been led to believe on the contrary,and had been told,that my work gave great satisfaction."

Before I left for my vacation in early July of 1947,I had a further talk with Mr.Lawrence Duggan and some correspondence with Dr.Duggan concerning the possibility of an altered status at the Institute. I was informed that it would involve a reduced salary.It became increasingly clear to me that it was the new Director who wished to have me separated from the Institute of International Education.On October 28th,1946,Mr.Duggan asked me to come to his office for another "chat".At that time he informed me that the Board of Trustees at its annual meeting on October 23rd, had reconsidered their decision of the preceding June.They voted to put me on two-thirds time beginning January 1,1948,with a title to be fixed by the Director,and that this arrangement could hold until I reached the age of 65. As far as I know a compulsory retirement age limit had never previously been applied to any employee at the Institute.It was apparently a special decision designed to assist the new Director in this particular case.The October resolution stated that if by December 31st,1947,I had not secured other employment,then the Institute would continue my services on a two-thirds basis until I did secure employment,or until I reached the age of 65.Such an arrangement might have been regarded as satisfactory with respect to the retirement age,but it was not understandable in view of the unjust reduction of work-time and salary.

In the new dispensation Mr.Duggan fixed upon the title of Consultant for me,especially with regard to the general program,and two other persons were appointed to do work which I had formerly done. He singled out certain special aspects of the work for me,such as the American Field Service Relations,the Russian Student Fund,and the Junior Year Abroad,projects that had been in operation for many years,and ,to quote from a Memorandum of the Director to the Staff,"certain more recent projects that have come to fruition principally as a result of Dr.Fisher's efforts,such as the American Pharmaceutical program and the Inter-Fraternity Conference program". In this same Memorandum he stated that I had "been associated with the Institute so long that only he knows the background of many of the current situations we are dealing with to-day".

Had it not become embarrassingly evident that Mr.Laurence Duggan wished to be rid of me at the Institute,despite all the earlier promises to the contrary,my position in the work, despite the unfair decision,would not have become intolerable and very unhappy.But the Director,with his title changed to President, asked me from time to time,when I would be leaving.In a letter to Mr.Duggan in early 1948,I stated,"You have mentioned to me that in the interval Mr.Edward R.Murrow has inquired at times when I would

leave the Institute,and I realize that you also wished to have my connection with the Institute severed.The basis for your desire in this matter,and the consequent resolutions of the Board,at a time when the activities of the Institute have been expanding,I have never been able to understand". And I was never informed.

The reorganization at the Institute made it impossible for me to render my most effective service.Furthermore I was unhappy at the thought that Mr.Duggan would pay only grudging lip-service to the plan for my remaining in limited status until the age of 65. Hence early in 1948,I wrote to a score or more of college and university administrators,informing them of my desire to withdraw from the Institute,and of my availability for another position.Fortunately I secured several offers of professorships,and accepted a position as Visiting Professor in the Division of Social Studies at Sweet Briar College in Virginia.That position gave me a continuing opportunity in the field of international affairs and culture with students from all parts of the country. Fortunately international committees and boards with which I had been associated in recent years desired me to continue,whenever feasible,in their membership.It appeared to me that Mr.Duggan was seeking to force me out of the field of international education into which he had entered in such a prominent and influential position,but I have felt that my background of study and work in other countries andin the United States made it possible for me still to do more work in this area of important activity.

In a letter under date of April 29th,1948,to Mr.Duggan,I set forth certain facts for the record,sending him an extra copy which I assumed he would wish to send to Mr.Edward R. Murrow,then Chairman of the Board of Trustees.The particular purpos of the letter was to inform the President and the Board of Trustees that I would leave the Instituteof International Education as of July 31st,1948.The Board of Trustees at their annual meeting in October,1948,voted to cover my total remaining contribution to the Teachers Insurance and Annuity Association until September,1950, for which action I expressed appreciation. Under date of November 15,1948,I received a letter from the Assistant to the President of the Institute,the first paragraph of which referred to the contribution for the T.I.A.A.,and the second paragraph of which continued as follows:

> "At the request of the Board it is my pleasure to transmit to you in addition,the appreciation and esteem expressed by the Trustees in making this gift to you upon the termination of your association with the Institute.The Board was desirous of putting on record their recognition of the loyal,devoted adn helpful service rendered to the Institute during your fourteen years as Assistant Director".

The result of the actions imposed by the resolutions of the Board somehow do not seem to square up with the words in the record.

In looking through the papers on which this statement has been based,I came across a brief personal letter that I had written to send to Laurence Duggan with my official

letter of April 29th,1948,informing him that I would leave the Institute as of July 31st. The Twenty-Ninth Annual Report of the President of the Institute of International Education,under date of October,1948,which was circulated in early January,1949,states that Dr.Edgar J.Fisher "was retired from his post as assistant director of the Institute in 1948". This is at best an interesting way of stating the case.The brief personal letter referred to above was never sent,but just went into the writer's file.One of its six sentences was as follows:

> "As an older person to a younger,and one naturally interested in the welfare of the Institute,I wish to express the sincere hope,that you will not again be responsible for what appears to others as well as to myself,as the great injustice that has been meted out to me".

It has been a bitter disappointment that my experience should require me to revise the fine opinion which I had of Laurence Duggan,as I expressed it so sincerely to his father,when we discussed him with a view to his becoming the next Director of the Institute.

Edgar J.Fisher,
Sweet Briar,
Virginia.

January 27,1949.

INSTITUTE of INTERNATIONAL EDUCATION
Incorporated

2 WEST 45th STREET
VANDERBILT 6-1471

NEW YORK 19, N. Y.
CABLE ADDRESS "INTERED"

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January 1, 1949

Edward Murrow Esq

Dear Ed, You knew Laurence so well that there is no need to speak of his splendid personality, his kindliness, his consideration for others and his devotion to his family and his work. Even you do not know of the nights and Sundays he spent at the State Department at the request of Mr Hull in order to catch up with the accumulation of business caused by the war. No one could have shown more devotion to his work for the sake of his country and its government. That was only in line with the high principles which governed his life.

I am writing this note to express my indebtedness to you for the manly and courageous manner in which you at once sprang to the defense of his honor when he could no longer defend himself. And also for your indignant condemnation for the mean spirited little men who undertook to destroy his incorruptible character.

I am personally of the belief that the interests of justice and the national welfare would best be served by the abolition of the Un American Activities Committee and placing reliance upon the F.B.I. whose objective is to seek the facts and not sensational headlines. I am sure that Lawrence's death will result in improvement in the way of holding meetings of Congressional committees but the loss of such a son is too great a price to pay.

Gratefully Yours,

Stephen Duggan

Stamford, Conn.

Director Emeritus

E. R. E.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

October 30, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

I have just returned from a trip to Poland and Russia and find one of the first items of business awaiting me is to extend an invitation to you to serve on the Executive Committee of the Board of Trustees this year. I realize that because of your schedule you are not able to come to Board meetings which are held in the late afternoon but since the Executive Committee meets at lunch, on the third Tuesday of the months the full Board does not meet, I hope it will be possible for you to accept.

I would like very much to be able to depend on your guidance and experience in many of the programs we are administering.

With all best wishes.

Sincerely yours,

Ken

Kenneth Holland
President

INSTITUTE of INTERNATIONAL EDUCATION

news release

1 East 67th Street, New York 21, N. Y.
LEhigh 5-3400

from

Jan Haller
Anita Fay

August 26, 1957

FOR IMMEDIATE RELEASE

Young American college graduates will have a chance to study in France under the Fulbright Scholarship Program for 1958-59, it was announced by Kenneth Holland, President of the Institute of International Education. Competition for these awards has opened and candidates can apply between now and next November 1.

In addition to French language and literature, philosophy, music and fine arts, France offers excellent facilities for study and research in the natural and social sciences. Among the recommended fields of study are labor psychology, human relations, sociology and social work, bacteriology, chemistry, engineering, geography and geophysics, meteorology, petrology, physics, Renaissance studies, drama, and educational radio and television. For candidates with the M. D. degree, there are opportunities for advanced studies in nerve physiology, cancer research and other branches of medicine.

Fulbright awards for pre-doctoral study and research in Europe, Asia and Latin America cover transportation, tuition, books and maintenance for one academic year.

"more"

Basic eligibility requirements for these foreign study fellowships are United States citizenship, a college degree or its equivalent by the time the award will be used, knowledge of the language of the country of application sufficient to carry on the proposed study, and good health. Preference is given to applicants not more than 35 years of age.

Countries in which grants for graduate study are available under the Fulbright Act are Australia, Austria, Belgium, Burma, Chile, Denmark, Finland, France, Germany, Greece, India, Israel, Italy, Japan, the Netherlands, New Zealand, Norway, the Philippines, and the United Kingdom. In the Asian countries -- Burma, India, Japan, and the Philippines, as well as in Greece, mature candidates are preferred.

The Fulbright program is part of the international educational exchange activities of the Department of State. It will give more than 900 American citizens the chance to study abroad during the 1958-59 academic year. Since the establishment of the program over 6000 American students have received grants for foreign study.

Persons interested in these awards can receive further information by writing to the Institute of International Education in New York City or its regional offices for the brochure "United States Government Grants." The Information Division of IIE in New York City will also answer inquiries from applicants concerning study facilities abroad.

######

"more"

"Fulbright 3-3-3-3"

Institute Regional Offices:

116 South Michigan Avenue
Chicago 3, Illinois

291 Geary Street
San Francisco 2, California

401 Milam Building
Texas Avenue & Milam Street
Houston 2, Texas

1530 P Street, N.W.
Washington 5, D.C.

1605 Pennsylvania Street
Denver 3, Colorado

IIE.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

May 8, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

This is just a reminder that the next meeting of the Public Relations Committee will take place Tuesday, May 14 at 4 p.m.

Now that I have had a chance to explore IIE, I see more and more publicity possibilities and I'm looking forward to discussing them with the committee next week. We have several specific projects in the "thinking stage," and will welcome your advice and counsel on them.

Sincerely yours,

Jan Haller

Jan Haller
Public Relations Coordinator

JH:dt

222

April 30, 1957

Dear Ken:

Unfortunately, I haven't a contact with any of the individuals or corporations in your letter of April 26th. Sorry I can't be helpful.

As ever yours,

Mr. Kenneth Holland
President
Institute of International Education
1 East 67 Street
New York 21, New York

INSTITUTE OF INTERNATIONAL EDUCATION

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April 26, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

At the Executive Committee meeting on March 19th, the question of additional space needs of the Institute was discussed, as covered in the attached minutes (Item III). At that time I referred to a list of properties on 67th Street which had been furnished by Dudley Bonsal. I am enclosing a copy of this list so that you can check whether you know any of the individuals or organizations who own the properties.

The Institute has urgent need to obtain additional space in the near future since the lease for the space we have at 667 Madison Avenue expires August 31st, 1957. Any assistance you can give us in trying to obtain a house close to our present headquarters building will be very much appreciated.

With best wishes.

Sincerely yours,

Kenneth Holland
President

Enclosure

LIST OF PROPERTIES ON 67th STREET
July 1, 1953 to June 30, 1954

				Assessments	
67th Street N.S. Fifth to Madison Avenue				Land	Bldg. & Land
Lot 7	Liligee Realty Corp.	5 E. 67		$60,000	$150,000
" 8	Trinity Chapel House	7 E. 67	(exempt)	55,000	95,000
" 9	Ripet Realty Corp.	9 E. 67		55,000	115,000
" 10	A. M. Anderson	11 E. 67		50,000	90,000
" 11	N.Y. Chapt. Artists	13 E. 67		50,000	90,000
" 12	15 E. 67 Corp.	15 E. 67		66,000	115,000
" 13	17 E. 67 Corp.	17-19 E. 67		120,000	260,000
" 15	Valentina Gowns, Inc.	21 E. 67		60,000	95,000
" 16	Aza Kouelsky	23 E. 67		65,000	110,000
" 17	L & S Equities Inc.	25 E. 67		200,000	425,000
67th Street N.S. Madison to Park Avenue					
Lot 25	Natl.Comm.Labor Israel	33 E. 67	(exempt)	$85,000	$160,000
" 26	M. J. Mangold	35 E. 67		45,000	90,000
" 27	37 E. 67 St. Inc.	37 E. 67		45,000	100,000
" 28	39 E. 67 St. Corp.	39 E. 67		45,000	90,000
" 29	G. Broida	41 E. 67		36,000	76,000
" 30	Lutley Realty Corp.	43 E. 67		36,000	71,000
" 130	Edith Sheffield	45 E. 67		36,000	71,000
" 31	C. Kemberton	47 E. 67		36,000	71,000
" 32	I. L. Oppenheimer	49 E. 67		36,000	71,000
" 33	46 E. 53 St. Corp.	51 E. 67		36,000	51,000
" 133	C. Tremain Jackson	53 E. 67		36,000	51,000
67th Street S.S. Madison to Fifth Avenue					
Lot 58	S. Leeman Ano	22 E. 67		$70,000	$100,000
" 59	20 E. 67 St. Inc.	20 E. 67		70,000	160,000
" 60	Alice Stursberg	18 E. 67		55,000	95,000
" 61	Jeremiah Milbank	16/14 E. 67		110,000	185,000
" 63	Justin K. Thaunhauser	12 E. 67		60,000	100,000
" 64	V. Sorey	10 E. 67		60,000	110,000
" 65	Geo. C. Diehl Inc.	8 E. 67		50,000	75,000
" 66	Vladimir Dutrata	6 E. 67		65,000	135,000
" 67	Nameloc Est. Inc.	4 E. 67		80,000	125,000
67th Street S.S. Park to Madison Avenue					
Lot 42	Hotel Sulgrave Inc.	50 E. 67		$36,000	$ 66,000
" 45	Millard Realty Corp.	42 E. 67		155,000	575,000
" 46	A. O. Redpatle	40 E. 67		36,000	56,000
" 47	H. Norfleet Ind. Study	36 E. 67		75,000	150,000
" 48	E. Elliott Jr.	34 E. 67		36,000	61,000
" 149	Simon L. Ruskin	32 E. 67		55,000	95,000

MINUTES OF THE MEETING
OF THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES
OF THE INSTITUTE OF INTERNATIONAL EDUCATION

Held at 1 East 67th Street, New York City, Tuesday, March 19th, 1957, 12:30 p. m.

The following members of the Executive Committee were present:

Mrs. Richard Bernhard
Dudley B. Bonsal
Kenneth Holland
Arthur A. Houghton, Jr.
Mrs. Maurice T. Moore
George N. Shuster
Monroe E. Spaght

The following persons were also present:

Donald J. Shank, Executive Vice President and Secretary
Mrs. Pearl G. Purcell, Executive Assistant to the President and Assistant Secretary.

Mrs. Maurice T. Moore called the meeting to order at 12:45 p. m.

I. Hungarian Refugee Student Program

Mr. Holland advised that to date Phase I (English Language Training Program) of the Hungarian Refugee Student Program had involved 325 students at Bard College, 100 at St. Michael's College, and 230 placed in fifteen colleges There is still a big job ahead in Phase II (placement in colleges and universities upon completion of Phase I) in placing more than 600 students by September in colleges and universities. While the Institute has already placed 160 students, there is a problem in finding scholarships for the students in engineering and medicine. It is hoped, however, that about $300,000 will be made available by the Hungarian resettlement agencies to cover partial scholarship and other expenses for those students for whom full scholarship cannot be obtained.

It is planned to send another letter from Buell Gallagher of World University Service, John Krout of the President's Committee, and Kenneth Holland of the Institute to colleges and universities requesting scholarship assistance, pointing out the need in special categories, particularly engineering and medicine.

Mr. Holland stated that after the completion of the placement of students this fall that the Institute would hope to terminate its participation in this program and the responsibility would then revert to the resettlement agencies.

Mr. Shank advised that the CEIP, at its meeting in January, had decided to draw up a paper on the Hungarian Refugee Student Program. This was to be a progress report with recommendations to colleges and universities. The paper summarizes what has happened on the program through February and recommends the following to colleges and universities.

1. That this is an educational program, not a relief program, and the educational institutions should remember that they are not relief agencies:

2. That although there is a strong emotional impact in connection with the Hungarian Program, educational institutions have a continuing responsibility to assist students from other areas and should not divert all funds to Hungarian students:

3. That scholarship support be a long term program, probably three to five years for many of the Hungarian students and may require U. S. government funds. It might also be the forerunner of exchange programs with other Eastern European countries. When Chinese students were stranded here only the U. S. Government could handle the situation and about $11,000,000 was made available by the Government for them.

Dr. Shuster stated that the Institute has come out of this program with greater prestige than ever before and that his colleagues in the educational world are deeply appreciative of how the Institute has handled the program.

II. Follow-Up on the Arts Conference

Mr. Shank reported that we are now distributing 2,000 copies of the report on the Conference on the Arts and Exchange of Persons. About a month ago the chairmen of the six panels convened at the Institute to discuss future action. This group reaffirmed their recommendation that the Institute continue to work in this field. The project, a copy of which had been distributed to the Executive Committee, has been submitted to three foundations. The proposal asks for two year support for the purpose of (1) drawing together more comprehensive information on scholarships and training opportunities in the arts, (2) bringing together more information on training resources, and(3) trying to increase the number of exchanges in this field.

The Institute is also going ahead with special art exhibits by former Fulbrighters. The Smithsonian Institute will circulate an exhibit in the United States this fall, a sculpture show will soon open in New York, and there will be a special display in the field of industrial arts which is being prepared by the Industrial Arts Association.

III. Space Needs of the Institute

Mr. Holland brought the Executive Committee up to date on the space needs of the Institute. He reviewed the favorable financial results of the purchase of the present headquarters building. He pointed out that we have approximately 30 people at 667 Madison Avenue and are paying $15,000 a year for this space. From all indications, it would appear that the staff will not decrease in the foreseeable future; possibly there will be an increase. Michael Harris of the architectural firm of Harrison and Abramowitz had recently gone over the headquarters building to see whether any additions could be made to the building by either (1) adding a floor on top of the building (2) building a

balcony on the second floor, or (3) building over the garage at the side of the building. His recommendation was that none of these were advisable since they would not add to the value of the building and would make it an architectural monstrosity. Therefore, in the officers' judgment, it seems desirable to find and purchase another building in the vicinity of the present headquarters. There is a possibility of one building across the street from the Institute becoming available and this is being looked into.

Mr. Holland said it would be helpful if members of the Executive Committee knew of any houses in the vicinity that were for sale. It was agreed that a list ofthe houses on this block and their owners would be distributed to the members of the Executive Committee.

Mrs. Bernhard suggested that a donor might possibly be interested in helping financea building in which the art and other activities of IIE might be located.

IV. Other Business

A. Possible Exchanges with Poland . Mr. Holland reported that he had talked confidentially with a representative of the Ford Foundation who had recently returned from a visit to thesatellite countries. He indicated to Mr. Holland that he had recommended a substantial program for exchanges with Poland to the Board of the Ford Foundation. If thisis approved , the Institute may be asked to assist in administering programs to bring professionals, teachers and students from Poland. The Ford representative is convinced that university centers in Poland are anti-communist and it is to the advantage of the United State to bring them here. Mr. Holland said this would be a calculated risk but he felt the Institute should cooperate in such a program. Dr. Shuster felt it wasimperative that something along these lines be done immediately and that the opportunity may disappear at any moment and may never return.

Mr. Holland advised that the Department of State is also interested in this program and has been encouraging the Institute to try to arrange such exchange

The Executive Committee authorized theInstitute to assist on a program of exchanges with Poland if funds become available.

B. Mr. Shank's trip to the South and West. Mr. Shank reported on his recent trip to the South and West. He participated in two NAFSA - IIE regional meetings at Baton Rouge and Seattle; met with the advisory committees of the regional offices in Houston and San Francisco, and with community committees in New Orleans and Salt LakeCity. He also visited the following universities: Mississippi, Louisiana State, Tulane, Stanford, University of California at Berkeley, Loyola, Washington, and Utah. He spent two days at the meeting of the American Association ofJunior Colleges in Salt Lake City, with which organization the Institute is planning to produce a leaflet on the role of the junior college for use overseas.

As a result of the community development work being carried on by the regional offices, the Institute will prepare a leaflet to assist other organizations and communities throughout the country on how to organize and conduct hospitality programs for foreign visitors.

C. Extensions of Employment. The Executive Committee approved extensions of employment for George Corless and Mrs. Harriet Eliel, who are over sixty-five. The following resolution was moved, seconded and adopted.

RESOLVED. That the employment of George Corless as Director of the Southwest Regional Office be extended for one year and that of Mrs. Harriet J. Eliel to September 1957.

D. Relations with Corporations. Mr. Holland reported that United States Steel had voted a grant of $5,000 to the Institute. Since U.S. Steel is a leader in American industry, it is hoped that this will encourage other corporations to make contributions to the Institute. The Olivetti Corporation which has contributed $5,000 to the Institute annually for the past several years, recently responded to a request for renewal by advising that they were doubling their contribution to $10,000.

Respectfully submitted,

Donald J. Shank
Secretary

IRVING GITLIN

COLUMBIA BROADCASTING SYSTEM, IN

485 Madison Avenue, New York 22, New York • PLaza 1-2345

April 22, 1957

Dear Mr. Holland:

Mr. Murrow has forwarded your letter of April 9th regarding Miss Maria Guerrero.

We would be very happy to escort her through CBS. When she arrives, if she will get in touch with Dr. George Crothers, Director of Public Service Broadcasts, he will see to it that she is properly taken care of.

Sincerely yours,

IG/eb
bc: Messrs. Crothers with original correspondence
Murrow

Mr. Kenneth Holland, President
Institute of International Education
1 East 67th Street
New York, New York

COPY

The Institute of International Education

cordially invites you to attend

a reception for

Dr. W. Eric Duncanson, Principal

Kumasi College of Technology

Kumasi, Ghana

R.s.v.p.

1 East 67th Street

New York 21, N. Y.

LE 5-3400, Ext. 54

April 11th

5-7 P.M.

INSTITUTE OF INTERNATIONAL EDUCATION
1 East 67th Street, New York 21, N.Y.

Dr. W. Eric Duncanson

Dr. Duncanson, Principal of the Kumasi College of Technology in Ghana, West Africa, is coming to the United States under a grant from the Ford Foundation's International Training and Research Program and will be here for three to six months. Born in Australia, he received his B.S.C. from Sidney University; he went on to Cambridge University for his Ph.D. in physics and mathematics and his D.S.C. in physics from University College, London. Before his appointment as principal of Kumasi College in 1954, he was a member of the Physics Department of University College, London.

Program Interests: Technical and vocational education including such fields as engineering, architecture, and agriculture, with particular emphasis on agricultural extension service. In the engineering field, Dr. Duncanson is interested in observing methods of training professional engineers, post graduate training, industrial training, and on a lower academic level, vocational and trade school training in related fields. Kumasi College is about to establish a Department of Architecture and Building and a Building Development Research Centre to investigate low cost construction of small buildings using native materials. A particular interest has been expressed in agricultural extension work and agricultural experiment centers. Mrs. Duncanson is particularly interested in American methods of teaching Home Economics and the work of the extension services in this same field. Both are interested in the spiritual welfare of the students at Kumasi College and hope to speak with religious leaders in the community or on the campus.

Kumasi College of Technology is a wholly state supported school with an annual budget of $1,680,000 provided by the Ghana Government. Kumasi has the largest native African faculty of any African college. Of the 80 staff members, 40% are Africans. The College offers an engineering course leading to the London University degree, has an arts and science course on the pre-university level and gives certificate courses in commerce, pharmacy, agriculture and teaching training. The present student body numbers 530 and 600 are expected in September 1957 with an eventual goal of 1,200 enrolled. The present resident facilities are designed to house 400 students

22E

INSTITUTE OF INTERNATIONAL EDUCATION

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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

April 1, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

Both governmental and private agencies have discussed with the Institute the possibility of administering exchange programs with Poland. The Executive Committee of the Board of Trustees in principle has decided that the Institute should undertake the administration of such programs providing the funds become available and U.S. national policy indicates the desirability of such activities.

We therefore plan to have a small off-the-record meeting of experts in this field to discuss possible exchange programs with Poland on April 10th from 3 to 5 P.M. You will find enclosed a list of the individuals we are inviting to participate in this meeting.

I hope very much that you can be with us.

Sincerely yours,

Kenneth Holland
President

Enclosures

NO

MEETING ON
EXCHANGES WITH POLAND

Institute of International Education
1 East 67th Street, New York 21, N.Y.

Wednesday, April 10, 1957
3:00 - 5:00 P.M.

Lewis Galantiere
Free Europe Committee, Inc.

Arthur A. Houghton, Jr.
Steuben Glass Corporation

Father Walter C. Jaskiewicz
Russian Institute
Fordham University

Philip Mosely
Council on Foreign Relations

Edward R. Murrow
Columbia Broadcasting System

Henry L. Roberts
The Russian Institute
Columbia University

Howland Sargeant
American Committee for
Liberation from Bolshevism

George N. Shuster
Hunter College

Observers

The Carnegie Corporation

David Davis
Foundation for Youth
and Student Affairs

The Ford Foundation

The Rockefeller Foundation

Elmer B. Staats
Operations Coordinating Board

DDE

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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

March 27, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

Mel Brorby has set up the first full meeting of the men who have been recruited to work with the Public Relations Committee. This important session will be held in Kenneth Holland's office at 4:00 p.m. on Tuesday, April 16. Since this will be the official introduction of these volunteers to IIE, we are hoping that you can attend.

Will you telephone me or my assistant, Miss Blau, to let us know whether we may count on you?

Sincerely yours,

Don

Donald J. Shank
Executive Vice President

Please, boss man, make a special effort to be here.

phoned

~~yes~~

NO

222

MEMORANDUM

March 22, 1957

To: Ballard cc: Melvin Brorby
Edward R. Murrow

From: Shank GRF

Subject: Informal meeting on public relations - March 20, 1957

On Wednesday afternoon Mal Brorby and Mr. Vandersacker met with Shank, Ballard, Wright, Haller and Fay to discuss informally some of the developments on the Public Relations Committee and staff. On too short notice we had tried to get Murrow and Barrett, as well as some of the other people in various media who have agreed to work with the committee.

We agreed that we would hold such a session, at which Holland should be present, when Brorby is next in New York. Brorby is now trying to find out whether 4:00 p.m. on Tuesday, April 16, or an informal sandwich luncheon here on Thursday, April 18, would be convenient for him. (I will not be here on the 18th, since I will be at the American College Personnel Association meeting in Detroit.)

We discussed informally the method by which IIE might best submit various problems to the committee. It was agreed that Ballard and the Public Relations staff would draw up brief memoranda including the background on specific public relations questions, with a listing of problems on which we wanted the committee's advice or assistance.

We talked about the following general questions:

1. Special radio or TV appeal for funds for Hungarian student scholarships.

Sims had reported that Donald Black, of Sullivan and Cromwell, had suggested that a substantial sum might be secured for scholarships by getting four U.S. students on a quiz program, with the income pledged to go to Hungarian scholarships. Brorby thought this might be arranged, but that it would take a great deal of time and effort, with no assurance of success in fund-raising. He suggested, instead, that if IIE decided to try to get money for such a purpose, it would be better to try to get some personality, with the assistance of Murrow, who might stage a telethon for general contributions. He later talked with Don Fedderson, now working with the New York Educational Television Committee at NBC, who will be at the next meeting. I reported to Brorby yesterday that the idea of special events to raise money for the Hungarian program had not been discussed again by the policy committee.

2. Sports Illustrated offer of a free advertisement.

Fay reported that the offer had again been made, and questioned what the emphasis in such an advertisement might be. Brorby and Haller felt that we ought to accept the offer, but that we did not need to try to pin the ad to a specific activity such as home hospitality, and might rather try to do something which was a general interpretation of the whole field

of exchange and IIE's role therein. The staff agreed to come up with several possible approaches for such an advertisement.

3. <u>CEIP Hungarian Student Paper</u>.

We agreed to send to Brarby one or two copies of the forthcoming CEIP paper, to see if there was any special press emphasis that might be used on this.

4. <u>Census Report</u>.

I suggested that before the final draft of the report is written, the committee should be asked for its advice regarding the best possible means of presenting this publication to a wide public.

L. L. E.

March 20, 1957

Dear Don:

I am more than somewhat embarrassed. Seems that the youngsters around these shops have no appetite for volunteer work, so if you will let me know when the first meeting is, I will try to attend myself.

As ever yours,

Mr. Donald J. Shank,
Executive Vice President
Institute of International Education
1 East 67th Street at Fifth Avenue
New York 21, New York

fc

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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

March 14, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

This is a gentle reminder that you agreed with Mel Brorby, chairman of the new public relations committee at IIE, to suggest the names of one or two young and promising people in radio and TV who might possibly be recruited to work as volunteers with the committee. As you know, we don't expect that these will be arduous assignments, but we do want to have some younger people available on whom we can call for advice and assistance if any public relations opportunities develop in these fields.

We have just hired an able young woman, Jan Haller, who is now with the Girl Scouts, to help us out on the public relations program beginning April 8. Brorby is hoping that the committee members in New York, Miss Haller and one or two of the staff can get together in the early future to discuss where we go next in this whole field.

Sincerely yours,

Don

Donald J. Shank
Executive Vice President

22E

January 25, 1957

Dear Steve:

Sorry I can't renew last year's subscription to the Institute. As they say in this business, some sponsors ankled off!

Better luck next year.

Sincerely yours,

Mr. Stephen P. Duggan, Jr.
Institute of International Education
1 East 67 Street
New York 21, New York

rh

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y.

LEHIGH 5-3400 CABLE ADDRESS "INTERED"

REGIONAL OFFICES: WASHINGTON, CHICAGO, DENVER, HOUSTON, SAN FRANCISCO

January 15, 1957

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Before Ken Holland left for Venezuela last week, he suggested that I write you to ask if you would renew the generous contribution of $1,000 you made to the Institute at this time last year.

I am sure I need not stress how much we appreciate your support, and particularly having available the Discretionary Fund that you have made possible. This Fund has proved of real help on a number of occasions and we would have been handicapped if we had not been able to draw on it.

As you are so well acquainted with the work of the Institute, I will not dwell on it in this letter. However, it is worth noting that the Institute, in recent weeks, has been playing a really vital role in the emergency program for Hungarian refugee students. The Institute has already set up the administrative machinery for careful screening and selection of these students, has established two language centers for them, and has obtained major support for the program.

With appreciation for your interest and support,

Sincerely yours,

Steve

Stephen P. Duggan, Jr.
Chairman,
Financial Development Committee

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MELVIN BRORBY
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RALPH J. BUNCHE
Under Secretary Without Portfolio, United Nations

ELLSWORTH BUNKER (on leave)
Ambassador to India

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RALPH McGILL
Editor, Atlanta CONSTITUTION

MILLICENT C. McINTOSH
President, Barnard College

EDWARD R. MURROW
Columbia Broadcasting System

ROSEMARY PARK
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KENNETH PARKER
Chairman of the Board, Parker Pen Company

IRVING SALOMON
Chairman of the Board, Royal Metal Manufacturing Company

EUSTACE SELIGMAN
Sullivan and Cromwell

MRS. GEORGE HAMLIN SHAW
Chairman, Board of Directors
National Travelers Aid Association

GEORGE N. SHUSTER
President, Hunter College

JOHN SLEZAK
Chairman of the Board, Kable Printing Company

ROBERT E. SMITH
Oil operator

MONROE E. SPAGHT
Executive Vice President, Shell Oil Company

WILLIAM E. STEVENSON
President, Oberlin College

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New York University

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President, IBM World Trade Corporation

MRS. GEORGE D. WOODS
Civic Leader, New York City

JAMES D. ZELLERBACH (on leave)
Ambassador to Italy

1/24/57

I I E

PUBLIC RELATIONS POLICY FOR THE INSTITUTE OF INTERNATIONAL EDUCATION

During the years since its founding, the Institute has been growing steadily in influence and scope of operations. And during that growth it has moved more and more towards a position where its broad purpose and activities need to be favorably known to more and more people. This wider knowledge of its objectives is needed on the one hand as a part of fund-raising activities and, on the other, in order to insure its acceptance by all those groups upon whose cooperation it depends for the successful carrying out of its programs.

In past years its relationship with educational institutions has been continuous and fairly adequate. The important colleges and universities and foundations are well aware of the nature of the duties which the IIE is carrying out. Even here, however, we are faced with changing personnel -- and there are many smaller institutions just coming into the foreign student program where a better understanding of IIE is essential. Also, as the number of students and leaders that come to this country under IIE auspices increases, the Institute must rely more and more on the cooperation of other organizations, professional groups and individuals at the community level for the effective execution of the various parts of its Exchange-of-Persons program.

Insofar as some of the programs which it administers have a political aspect, especially those which are carried out for the State Department, there is also the obligation to be sure that its purposes are known to people in Government, including members of Congress and individuals and organizations at the local level.

A broad public relations policy for the Institute can be very simply stated: It is to make the activities, purposes, objectives, programs of the Institute favorably known to all of those groups and individuals involved in one way or another in Institute activities. This includes universities and colleges and other education organizations; foundations; the many private and official organizations that are involved in the Exchange-of-Persons programs (such as all of those which cooperated in the December Conference); members of the press, radio and television; influential individuals. The latter will include many whose cooperation is essential at the community level. Unless students and leaders are received in our homes, and unless they are given favorable hearings by business and professional organizations, it will not be possible to make deeply favorable impressions upon these visitors.

The Institute's public relations activities are both long range and short range. The presentation of material concerned with the over-all evaluation of Exchange-of-Persons activities would be an example of a long-range objective. The handling of publicity and preparation of materials for a particular program or event (such as the Arts Conference or the December meetings or the annual Fulbright program) would represent the short-range objectives.

These activities will always be carried out on a conservative, high level because that is the nature of the Institute's operation. We will not be seeking sensational news coverage. Better public understanding of the things the Institute is doing should result, for example, in better applicants for the scholarship programs on the one hand, and getting a better audience for foreign visitors on the other.

In making these activities better known, we also would like to make the Institute itself better known by having an adequate mention of the Institute in whatever releases are given out or public notice obtained. This is not for a selfish reason but to make it easier to carry out the Institute's work. We would hope to use all the mass communications media at one time or another -- magazines, newspapers, community papers, business house-organs, direct mail, radio and television.

In the Chicago area we have, for instance, just inaugurated a television program on WTTW, the educational TV station. It is possible that this program may become sufficiently useful that it can be offered to Ann Arbor Center for use on educational television stations across the country.

The Institute's Conference in December had participation by approximately 200 private and official organizations involved in one way or another in the Exchange-of-Persons programs. It seems highly desirable to maintain effective and somewhat continuous communication with these groups upon whose cooperation a good deal of the Institute's work depends. Many of these organizations have their own house-organs. Several have their own television programs. An example of an organization having both is the Chicago Council on Foreign Relations with which the Midwest Office of the Institute is often closely associated.

The name of our organization, "The Institute of International Education", is a mouthful! Our publicity task would be easier if we had a name like "CARE" or "Great Books". However, it is our name, and we are prepared to live with it. Increased use of the initials "IIE" may simplify our task somewhat.

In the area of Institute publications, we are already working towards greater uniformity of style, color, typography and format.

It is the Committee's belief that a modest public relations staff at headquarters in New York will be able to implement over a period of time the policies indicated above and, at the same time, relieve top administrative personnel of a number of tasks which they now perform. It seems also possible that this public relations office in time will become the repository of up-to-date information, statistical and otherwise, on all Institute activities -- and that in so doing it will perform a useful service to administrative headquarters, to the foundations and the State Department, and to the Institute's regional offices.

Melvin Brorby

mb:id
1/24/57

I. I. E.

December 7, 1956

Dear Don:

Many thanks for your letter of November 29th.

This is just a note to say that I shall be happy to be a member of the Public Relations Committee now being formed.

Sincerely,

Mr. Donald J. Shank,
Executive Vice President
Institute of International Education
1 East 67th Street
New York 21, New York

fc

INSTITUTE OF
INTERNATIONAL EDUCATION
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November 29, 1956

Mr. Edward R. Murrow
C.B.S.
485 Madison Avenue
New York 22, New York

Yes

Dear Ed:

Following the recommendation of the Executive Committee of the Board of Trustees at its meeting on June 19, we are creating an advisory Public Relations Committee and hope that you will be willing to serve as a member. The Committee will be a five-member group under the chairmanship of Melvin Brorby who recently joined our Board and with Edward Barrett as vice chairman. We are also asking Ralph McGill and Chester Bowles to be members of the group.

It has been suggested that the Public Relations Committee might, as one of its first acts, wish to set up two working subcommittees of competent persons who are less burdened than yourself in the fields of print and radio-TV. Those subcommittees would advise and assist the Institute on specific publicity and public relations problems. The main committee would not be expected to meet more than twice a year unless a general emergency should require a special session.

We hope the Committee will help the Institute develop an overall public relations policy and mark out those areas and media programs which the Institute should work on with the help of the subcommittees. As you may know, an advisory committee on public relations was established in Chicago and has been of very great assistance to our regional office there.

We very much hope that you will be able to serve on the Committee and give the Institute sorely needed advice in this important field.

With best regards

Sincerely yours,

Don

Donald J. Shank
Executive Vice President

I·I·E AWARDS

for Distinguished Service in International Education

Presented by the

Institute of International Education at the

Second National Conference on Exchange of Persons

Chicago, Illinois • December 7, 1956

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The first IIE awards for Distinguished Service in International Education were given out in Chicago, December 7, 1956. There were five awards: one each to a private organization, a business corporation, a university, a community, an individual. They commemorated outstanding service in the development of international understanding.

I · I · E

These awards demonstrate clearly the breadth and depth of interest and participation of U. S. citizens and groups in constructive exchange of persons programs among nations. They dramatize "people to people" relations in international affairs at their best.

In many countries support and control of the exchange of educational, cultural and technical personnel are primarily or exclusively the responsibility of the national government. In the United States the reverse is true. Here in typical U. S. fashion, which so frequently confuses visitors from overseas, every segment of the national and local community is actively involved. It would be impossible to catalogue the thousands of individual organizations and institutions—public and private—throughout the country that play a part.

The selection of the recipients for these first awards was both a difficult and easy task for the Institute of International Education. The difficulty arose in choosing five from among the host of groups and individuals who have contributed so much to better international understanding. The task was made easier by the belief that these awards would be recognized as public symbols of the distinguished achievements of many hundreds of others working in this field.

For thirty-eight years the program of the Institute of International Education has been based on the cooperation of the institutions, organizations and individuals represented by these awards. Without their support, IIE's programs involving exchange programs between the United States and eighty countries would be impossible. Without their interest, there would be little need for IIE's information or clearing house services.

The IIE awards are public testimony to the number and variety of men and women involved in the work of the Institute and in our joint endeavor of building better international understanding.

CITATION FOR A PRIVATE ORGANIZATION

BELGIAN AMERICAN EDUCATIONAL FOUNDATION

To the Belgian American Educational Foundation, a private organization with an outstanding record in building understanding between two countries, the Institute of International Education presents its award for distinguished service.

Established in 1920 under the active direction of Herbert Hoover, who is still today the Chairman of the Board, its objectives are to assist higher education and research, to promote the exchange of intellectual ideas between Belgium and the United States, and to commemorate the work of the Commission for Relief in Belgium and the Belgian Comité National de Secours et d'Alimentation during the First World War. These goals have been achieved with signal success on both sides of the Atlantic by the Foundation.

From the beginning, the Belgian American Educational Foundation has maintained high-level exchange programs between the two countries by means of carefully planned and effectively administered fellowships, lectureships and distribution of scholarly materials. In 1956 the Foundation initiated fellowships for scientists and professional leaders from the Belgian Congo to study abroad. The Foundation in thirty-six years, with a relatively small endowment, has awarded some 1,300 fellowships—about 900 to Belgians and 400 to Americans. The care in selection and the skill in program planning of the Foundation are demonstrated by the later careers of these fellows. Every Belgian Government since 1934 has had at least one Fellow in its cabinet. Three Prime Ministers and fourteen Cabinet Ministers (as young men) received awards. Today the Secretaries General of the Ministries of Foreign Affairs, Economic Affairs and Justice were former Fellows of the Foundation. In the four Belgian Universities, nineteen Rectors and some twenty per cent of all the full professors studied in the United States as Fellows of the Foundation. In the business world, in medicine, in science and engineering, in international organizations and in fine arts, Fellows have won equal renown.

The Institute of International Education believes that the Foundation has well demonstrated how a relatively small private organization can develop and operate a specific program to strengthen intellectual and scientific bonds between nations.

The Institute proudly presents a distinguished service award to its sister organization, the Belgian American Educational Foundation.

RESPONSE

In accepting the award, Mr. Perrin C. Galpin, president of the Belgian American Educational Foundation, responded:

It is my pleasant duty to accept this award on behalf of the Belgian American Foundation. This Foundation is now thirty-six years old and has been under the same management during the entire period. Mr. Herbert Hoover is still Chairman of the Board, and asked me to express his regret at his inability to be here today. Mr. Hoover asked me to deliver this message to the Institute of International Education:

"My colleagues and I are honored by this award and we deeply appreciate it. Our Foundation was planned in 1916, in Brussels, during the First World War by the Belgians and Americans who were active partners in the Belgian relief work. After the Armistice the Foundation commenced operation in an atmosphere of good will in university circles in both countries.

"Today we can confidently state we have helped to develop a creative minority in the Belgian students, with the result that hardly a country in Europe exists where the ideals and purposes of American people are so well understood and so respected as they are in Belgium.

"Although Belgium is a small country, there is much greater understanding of it and respect for it in the United States than for some larger and more powerful states, resulting in building a high and fine relationship between these two countries, to further such relationship between foreign countries and our own.

"Yours faithfully, (signed) Herbert Hoover."

CITATION FOR AN AMERICAN CORPORATION

INTERNATIONAL BUSINESS MACHINES CORPORATION

To the International Business Machines Corporation, an outstanding American and international business organization, the Institute of International Education presents its award for distinguished service.

Every organization mirrors the ideas and ideals of the men and women who build it. The late Thomas J. Watson, his wife, sons, and associates have made the International Business Machines Corporation an institution known and respected throughout the world.

Today, American corporations clearly recognize that a business institution must be a vital body, sharing in, and contributing to the solutions of the problems which face the community in which it operates. IBM has set new patterns for corporations in the dynamic role of public service not only in numerous communities throughout the United States, but also throughout the world.

As a pioneer in the training of people for international economic development, Thomas J. Watson more than thirty years ago established the principle that IBM branches in other countries should be managed and staffed by citizens of those countries. The men and women chosen to develop and manage IBM international operations were brought to the United States for study in IBM schools. As an example of their unity, students in one early IBM school adopted as their class motto: "Twenty countries, one spirit." That same spirit is now operating in eighty-two countries and territories of the world.

As a public servant, IBM during World War II donated its machines and services to the International Red Cross at Geneva to identify, catalog and assist Allied prisoners of war. In 1944, the company also took over the responsibility of establishing a clearing-house to keep records on 25 million displaced persons in Europe.

As a sponsor of fine arts as a medium of international communication, IBM broke new ground for business organizations in 1938 by purchasing and exhibiting to people throughout the world paintings, sculpture and other art works from each of the seventy-nine countries in which IBM operated at that time. Between 1939 and 1956, in cities and towns in many countries, 18 million people visited more than 900 showings of these and other exhibits that have been added to the IBM art collection since then.

The Institute of International Education believes that the record of the past forty-two years, and the promise for the future of the International Business Machines Corporation, signally merit this award.

RESPONSE

Mr. Arthur K. Watson, president of IBM World Trade Corporation, in accepting the award said, in part:

It is a privilege for me to represent the IBM Company in accepting this award. Speaking for the members of the Watson family and of the IBM throughout the world, I express our deep appreciation for the great honor you have paid us.

We are especially grateful for the kind references made in the citation to my late father under whose leadership the IBM Company and its employees have recognized their responsibilities beyond the scope of business in their communities and countries. We are indebted to him for his example of enlightened and active world citizenship.

Having recently concluded an extensive business trip through the Far East and Europe, I have an even greater awareness of the importance of the exchange of persons in the cause of world peace and understanding among nations.

This trip once again impressed me with the fact that most of the differences of opinion that exist among the free nations of the world—the problems in the Middle East, the Far East or elsewhere—could be considerably lessened through better understanding. While I think we in this country have much we can teach to people in other countries, I hope we will never overlook the opportunities we have to learn from other countries. We do not have all the solutions, nor does any other country have all the solutions to the world's problems.

Never before in the history of our world have so many capable people devoted their talents and efforts in the interest of their fellow man. This unprecedented quest for a better world cannot fail to yield beneficial results.

UNIVERSITY OF MICHIGAN

CITATION FOR AN AMERICAN UNIVERSITY

To the University of Michigan, a great State University with a long and notable record of active participation in all aspects of international educational affairs, the Institute of International Education presents its award for distinguished service.

As a pioneer in teaching English to men and women throughout the world, Michigan's English Language Institute is world renowned. More than 6,000 foreign citizens have come to Michigan to learn English in its short intensive courses since the Institute opened in 1941. From Ann Arbor, hundreds of skilled teachers, able to use effective modern teaching techniques, have gone to centers throughout the world to answer, in part, the growing demands of other peoples to learn the English language.

In welcoming students from abroad, the University of Michigan has throughout its history recognized that both the visiting student and the American student benefit from international educational exchange. This year, more than 1,100 students from other nations are enrolled at Ann Arbor. This represents approximately five per cent of the total student enrollment, probably the highest percentage of foreign students at any public institution.

In 1914, the gift to the University of Michigan, by an alumnus, of the Barbour Scholarships, provided one of the first major fellowship programs for women students from Oriental countries. In thirty-two years over 300 Oriental women scholars have studied at Ann Arbor and returned to their homes. The Barbour Scholarships, in the words of an impartial observer, helped to bring Oriental women "from purdah to a chair in a national university, from the veil to a governmental position in engineering."

In working with students from abroad, the University of Michigan has accepted fully the responsibility to provide special resources for these visitors. In its International Center, a part of the Michigan Union, and in the professional staff working with foreign students, Michigan has given its foreign student program both academic status and financial support.

The Institute of International Education presents a distinguished service award to the University of Michigan.

RESPONSE

In accepting the award, Dr. Harlan H. Hatcher, president of the University of Michigan, responded in part:

I accept with the deepest sense of personal gratification and honor to the University, this award for what the University of Michigan has, over the years, tried to do in this field which has engaged your constructive interest in such a remarkable fashion.

I am sure also, that in presenting this award to the University of Michigan, you are, through it, giving recognition to the work which all of our American universities and colleges have been doing in this field, particularly in the last two decades.

I want only to express one thought in accepting this award, one that has been impressed especially upon me in my six years of association with the University of Michigan, where it has been my pleasure to see every year a thousand or more students from most of the countries of the world gathered on the campus.

In the kingdom of the mind, where we meet these students, there are few boundaries which separate us. If there is any one single hope for the world as a whole, it lies in the belief in universality of human beings, human souls and human minds. Remove students from the artificial tensions that surrounds us, in the present upsurge of nationalism, set them down in a campus such as mine, or yours, where they become a common group engaged in the common adventures of the heart and mind and the pursuit of skills, and the things that have made this day, December 7, so symbolically interesting to us, no longer divide us. One of our great efforts at the University of Michigan is to see that the common plane of meeting represented by our cultures comes to flow more freely.

As you look into the cultures of peoples, read their literature and hear what their greatest experts have said, as they have moved through human experience, you will observe that there has never been the slightest disagreement as to what the values are, and what the great adventure ultimately should bring forth.

With the deepest sense of honor on the part of the University of Michigan I accept this award not only for what Michigan is trying to do but for what all American colleges and universities are trying to do.

CITY OF DENVER

To the City of Denver, a community geographically insular but spiritually international, the Institute of International Education presents its award for distinguished service.

CITATION FOR AN AMERICAN COMMUNITY

Denver, Colorado, like hundreds of other communities throughout the heart of the United States, demonstrates the fallacy of the assumption that interest in world affairs is confined to communities which face on the Atlantic or Pacific. In Denver, at the foot of the Rocky Mountains, the citizens are in daily and constructive contact with visitors from all parts of the world.

Through the efforts of its colleges and universities, the creative program of the Social Science Foundation, the friendly Hospitality Center, the people of Denver have seized the opportunity to meet these foreign visitors and to welcome them into their homes.

A typical day in Denver would show a former political advisor to the Regency of Greece lunching with the past president of the Denver Bar Association; an educator from Chile visiting in a Spanish-speaking home; two women labor leaders from Japan meeting with the International Ladies' Garment Workers Union, and a journalist from South Africa conferring with his colleagues at the Denver Post. More than 3,000 community volunteers participate in this great international exchange program. Among the many clubs that have been most helpful may be cited the men's and women's service clubs, such as Rotary, Kiwanis, Lions, Business and Professional, Altrusa, Soroptimist, the PEO Sisterhood; and professional organizations, such as the Denver Bar Association, Denver Medical Association and social welfare groups. Labor unions, farm groups, and the Senior and Junior Chambers of Commerce, the League of Women Voters and the American Association of University Women are also included. The Denver Symphony has supplied guest tickets for foreign students and leaders, and the Denver Bears and the University of Denver have been most generous in offering tickets for athletic events. The Junior League volunteers have staffed the office of the Hospitality Center.

The Institute of International Education believes that, in this friendly hospitality and interest in international matters, the men and women of Denver have also

greatly benefited from association with the visitors from other lands. For programs which might well serve as models for other cities throughout the world, the Institute presents a distinguished service award to the City of Denver, Colorado.

RESPONSE

The Honorable Will F. Nicholson, Mayor of Denver, in accepting the award responded, in part:

May I ask all of the Denver people at the Conference, in the audience, to stand up? President Kirk, these are the ones that have done the job, and they did it not only in Denver, but have done it outside of Denver, in Colorado Springs, Fort Morgan, Sterling, other places. All of us in Colorado are proud of our joint effort.

Yesterday we had our first Hungarian family arrive in Denver, and they had a big celebration in the neighborhood. The Chamber of Commerce and everybody had set the thing up, and we were going to do everything according to Hoyle, and had it all fixed. The Hungarian and the Denver families were in tears, and the neighbors were tearful. Finally they got everything quieted down, and some little guy about three or four houses away, came walking in and said, "Here's my ball and glove. I want you to have it and use it for the kid in the family."

And that started it all over again. Now that happens in your communities, too. I know that. We don't have any monopoly on things like that in Denver. But we like to have all kinds of people come to Denver, and when they do come to Denver, I think that we take good care of them.

And we don't give a hundred per cent. We receive an awful lot from those people. I saw two men the other day that came over to study highway matters. One was from Norway, the other one was from France. They had been here a short time, and I think that our community got a lot more from those two men than we gave to them. We learned a lot from them.

But Denver is very, very happy about receiving this award. And I want to pay special tribute again to the good citizens of Denver that represent many hundreds who work continually in this cause.

SENATOR JAMES WILLIAM FULBRIGHT

To Senator James William Fulbright of Arkansas—educator, statesman, citizen of the world—the Institute presents its award for distinguished service.

CITATION FOR AN INDIVIDUAL

The names of few men have in ten years' time been invested with such international significance. In intellectual, cultural, scientific and political circles throughout the world, the name, Fulbright, has come to be a proper noun universally understood and respected.

Future philologists and historians may well be troubled in explaining the derivation of the word "Fulbright" and the concepts which it characterizes.

William Fulbright, raised in a small mountain village in the Ozarks, was graduated from the University of Arkansas at the age of twenty, and was selected as a Rhodes scholar to Oxford. He returned to the United States to study and teach law, and fourteen years after his graduation became president of the University of Arkansas. In 1943 he was elected to Congress from Arkansas, and in 1945 was seated in the United States Senate.

Public Law 584, enacted by the 79th Congress on August 1, 1946, is the legal identification of what the world calls the Fulbright program. This imaginative legislation, with its later companion Smith-Mundt Act, opened new doors in international cultural relations. The old hope of converting "swords into plowshares" became in the 20th century the conversion of trucks, bulldozers, jeeps, machine tools, locomotives and armaments into fellowships as potential instruments of peace and understanding.

No other exchange program in history has reached so many people. In ten years, 24,750 Americans and nationals of twenty-eight countries have benefited from the program which Senator Fulbright conceived and persuaded Congress to adopt.

The Institute of International Education announces with great pride its distinguished service award to Senator James William Fulbright, who has given his name, his mind and his heart to a new concept of government's role in international education.

RESPONSE

Dr. Walter Johnson, professor of history at the University of Chicago and chairman of the Board of Foreign Scholarships, 1950-53, accepted the award for Senator Fulbright and responded:

I appreciate the honor of receiving this award to our good friend, the distinguished senator from Arkansas who is in Europe attending a NATO session. He is being honored not alone because he piloted the Fulbright Act through Congress in 1946. His constant interest, his wise advice and his skillful parliamentarianism have enabled the entire educational exchange program to grow and flourish.

From personal experience, I know how he has protected the exchange program from wild, unreasoned attacks from a few members of the Senate and the House; from the constricting paralysis of the Bureau of the Budget; and from the voracious appetites of the exponents of the mass media.

May I remind you, in Senator Fulbright's own words, of a few of his ideas concerning educational exchange? When he was advocating the passage of Public Law 584—the Fulbright Act—before the Senate in 1946, he said:

"We all know that no country is far away in the age of airplanes. The necessity for increasing our understanding of others and their understanding of us has an urgency that it has never had in the past."

Nearly two years ago, Senator Fulbright was honored at the National Book Award. His peroration to the assembled writers and book publishers applies as well to participants in education exchange as it does to writers:

"Through you the political community needs to be taught how and what to laugh at; how and what to scorn or pity; needs to be taught continuously that honor is not the same as fame or notoriety; that physical bravery is not the only form of courage. It needs to be taught the proper objects of anger or of love. It needs to be taught the nature of justice.

"And above all, through you, the political community needs to be taught that the capacity of the human mind has yet to be explored, that there can be new possibilities for men themselves."

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M E M O

November 26, 1956

TO: Board of Trustees

FROM: Donald J. Shank

SUBJECT: Institute's Role on Hungarian Refugees

In accordance with the instructions of the Board of Trustees at the meeting on November 12th, the staff has explored carefully the present situation with respect to Hungarian students and professors now in Austria. After investigation, the staff recommended to a special committee of the Board (Mrs. Dorothy Bernhard, Grayson Kirk, Mrs. Maurice T. Moore, and Monroe Spaght) that the Institute cooperate with the International Rescue Committee and the World University Service in attempting to coordinate college and university assistance to Hungarian refugees. No general resolution will be released to the press.

The attached material which is being mailed today to all colleges and universities is self-explanatory. It must be noted that there is as yet little specific information regarding the number of Hungarian students who may be interested in coming to the United States.

We will keep you informed on the progress of this new cooperative venture.

World University Service

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November 23, 1956

Dear College President:

All Americans, as well as men and women throughout the world, have been deeply moved by the valiant struggle for freedom waged by the Hungarian people. For members of the university community the part played by students and professors has special meaning. We know from the flow of telegrams and telephone calls that American colleges and universities are seeking concrete ways to aid their fellow students and professors from Hungary. Many institutions are responding generously by contributing relief funds; many desire to open their doors to students among the Hungarian escapees.

This letter will try to share with you all presently available information regarding the resettlement of Hungarian students in the U.S.

You will note from the attached fact sheet that neither the number nor the possible date of arrival in the U.S. of Hungarian students is now definite, although it appears that there may be only 150. Present information indicates that a scholarship program for Hungarian students will not follow the traditional pattern of such programs for foreign students or D.P. students. It is probable that few of the Hungarian students will know much English; that they will probably be in highly specialized fields such as engineering, forestry, etc.; and that students will be arriving at times which may not fit the usual academic calendar.

The International Rescue Committee, the Institute of International Education and World University Service believe that American colleges and universities should know the facts and should have an opportunity to record their interest in receiving Hungarian students. For most colleges and universities, however, it is probable that the greatest immediate contribution may be in terms of giving dollars to help those students who may not come to the United States.

We would appreciate your prompt response to this inquiry. If you wish to offer hospitality to one or more Hungarian students, please fill out the attached scholarship offer form and return it to World University Service, 20 West 40th Street, New York 18, N.Y. A duplicate copy of the form is enclosed for your files.

Sincerely yours,

Kenneth Holland Angier Biddle Duke Buell G. Gallagher

Kenneth Holland,
President
Institute of International Education

Angier Biddle Duke,
President
International Rescue Committee

Buell G. Gallagher,
Chairman
World University Service

Contributions are deductible for income tax purposes

November 23, 1956

SUMMARY OF PRESENT SITUATION

According to present reports, there are now between 1300 and 1500 university students, probably largely male, among the Hungarian escapees who have crossed the border into Austria. This number may increase as fear of Soviet deportation spurs others to flee Hungary. Of this total, an estimated 700 to 800 are now in refugee camps, and it is expected that about half this group will wish to emigrate and seek permanent resettlement outside Austria. Several hundreds more are known to have been placed with Austrian families, making it difficult to determine their resettlement wishes. Although literally thousands of scholarship and maintenance offers have already been forthcoming from educational institutions in Western Europe, it is anticipated that the total number of Hungarian students choosing resettlement in the United States will not be inconsiderable.

A field representative of World University Service is now in Vienna. He is working in close cooperation with the permanent representative of the International Rescue Committee in Austria. With the Austrian National Union of Students and representatives of COSEC (the secretariat of the European Unions of Students) a coordinating committee to work on the resettlement of Hungarian students has been formed. Working with the established resettlement agencies, this committee has already begun the process of registering and screening students among Hungarian refugees desiring resettlement in Western European countries and the United States.

Cables from Vienna indicate that few Hungarian students have "better than broken English," a handicap which will necessitate intensive language training in the United States before studies can begin. Although students seeking resettlement are young by American university standards, they have been studying in highly specialized fields such as medicine, engineering, forestry, geodetics, etc., a situation precluding satisfactory placement of many in smaller liberal arts colleges. Many students will not have complete academic credentials.

Present plans call for transportation by air to Camp Kilmer, New Jersey, of the 5,000 Hungarian refugees, including students. Ocean transportation is being arranged by the Intergovernmental Committee for European Migration. The refugees are scheduled to arrive in groups of 130 a day, and will be at Camp Kilmer for not more than 72 hours. This means that universities offering scholarships may be asked to accept Hungarian students on a few days' notice, and at any time in the next several weeks or months.

Of the agencies working with recent Hungarian refugees, we would like to list the following:

Catholic Relief Services, National Catholic Welfare Conference,
149 Madison Avenue, New York, N.Y.
Church World Service, 215 Fourth Avenue, New York, N.Y.
International Rescue Committee, 62 West 45th Street, New York, N.Y.
The Lutheran Refugee Service, 235 Fourth Avenue, New York, N.Y.
United Hias Service, Inc., 425 Lafayette Street, New York, N.Y.

These organizations will make arrangements for transportation within the United States and will have continuing legal responsibility for the refugees.

In general, colleges and universities will need to offer full scholarships, including tuition, room, board, and spending money. It is recommended that, because of language difficulties, and the danger of psychological isolation, resettlement offers should be extended to two or more students at a time. It is assumed that the resettlement agencies will be prepared, in case of serious emergency, to take responsibility for Hungarian students when schools are not in session.

At conferences of representatives of World University Service, the Institute of International Education and the International Rescue Committee, it was recognized that many American colleges and universities would prefer to contact one agency as the representative of the coordinated effort. It was agreed that World University Service should assume this function. WUS in the United States is sponsored by B'nai B'rith Hillel Foundations at American Universities, National Newman Club Federation, United States National Student Association, the United Student Christian Council in the United States and National Student Council of the YMCA and YWCA. IIE will cooperate with WUS in the effort to match, so far as possible, placement offers with individual refugee applications. The International Rescue Committee has, as of today, filed sponsorships for 200 Hungarian students under the Refugee Relief Program.

It is our feeling that utilization of World University Service in this regard will facilitate placement. At the same time, of course, educational institutions which prefer to establish direct contact with one of the resettlement agencies sponsoring student emigres may do so.

#

Note Regarding Hungarian Professors

Little data is available regarding professors among the Hungarian refugees. If, however, your institution would consider making a place for a professor, please write full details to World University Service.

OFFER OF SCHOLARSHIP SPONSORSHIP FOR HUNGARIAN ESCAPEE

(one copy to be retained for school files)

Name and address of college offering sponsorship _____

How many Hungarian student refugees do you wish to sponsor _____ (Male) _____ (Female)

Earliest date on which student can be accepted _____

STUDY OPPORTUNITIES OFFERED

Tuition and fees (amount) _____ Is this complete cost to refugee _____

If restricted to given fields of study, specify fields _____

Specify academic level _____ Undergraduate _____ Graduate

Period of scholarship _____
(one year, two years, etc.)

If scholarship requires services from refugees, specify type _____

Are facilities available for intensive training in the English Language _____

ROOM AND BOARD OPPORTUNITIES OFFERED

Period of assured accommodation _____

Will housing be available on campus in dormitory or living group facilities _____

Specify: Male _____ Female _____ Married _____

Will housing be available off campus _____

Specify: Male _____ Female _____ Married _____

Local person or group providing Housing _____

Meals _____

FINANCIAL ASSISTANCE

To what extent will funds be made available to cover:

Spending money (indicate monthly amount) _____

Clothing _____ Books _____

Maintenance during vacation and holiday periods _____

JOB OPPORTUNITIES

What opportunities exist for part-time employment _____

SPECIAL CONDITIONS

Are Hungarian-speaking persons in the college or community to counsel the refugees _____

Special conditions attached to your offer _____

Date _____

Signed _____

Address _____

Position in the college _____

Return to: World University Service, 20 West 40th Street, New York 18, New York

22E

October 26, 1956

Dear Don:

Thanks for your letter of October 8th.

I expect to be in New York for most of the month of January and shall, of course, be glad to see Mr. Birkrem at that time. If Miss Graham will be good enough to call my secretary, Miss Holden, as soon as Mr. Birkrem's plans are more definite, an appointment can be set up.

Sincerely yours,

Mr. Donald J. Shank,
Executive Vice President
Institute of International Education
1 East 67th Street at Fifth Avenue
New York 21, New York

fc

never called

INSTITUTE OF
INTERNATIONAL EDUCATION
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October 8, 1956

Mr. Edward R. Murrow
Columbia Broacasting System
485 Madison Avenue
New York, New York

Dear Ed:

We have just received the dossier of a UNESCO Fellow which I believe will be of special interest to you. UNESCO has awarded a nine-month Fellowship, providing for four months in the United States, to the Program Secretary of the Norwegian State Broadcasting System, Mr. Hans J. Birkrem. Mr. Birkrem expects to arrive in the United States shortly after the beginning of the new year with his wife and family, and we are tentatively planning that they will spend the first three weeks in New York City, with Mr. Birkrem dividing his time between study of educational broacasting at C.B.S. and N.B.C.

I am enclosing a copy of the letter which Miss Carolyn Graham, Program Specialist in our Department of Special Programs, has written to Mr. Irving Gitlin, concerning the arrangements for Mr. Birkrem at C.B.S. As you know, the Institute administers all of the UNESCO Fellowships and Scholarships in the United States, and at present we have about fifty UNESCO Fellows on programs in the leader and specialist categories. Mr. Birkrem is one of the few grantees in this field of study and we feel his role upon his return can be sufficiently important to warrant some special attention. I should appreciate your giving him some time, if you expect to be in New York in January. I would suggest that if you can see him, Miss Graham will call you when we have more definite information about his arrival and work out the details with you or your secretary.

Many thanks for your help,

Sincerely yours,

Donald J. Shank
Executive Vice President

Enclosure

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

October 2, 1956

Mr. Irving Gitlin
Director of Public Affairs
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Mr. Gitlin:

I am writing to request your assistance in arranging a program for the recipient of a special UNESCO Fellowship, Hans J. Birkrem, who is Program Secretary of the Norwegian State Broadcasting System. I am enclosing the dossier and full description of the proposed study program for Mr. Birkrem suggested by UNESCO.

We should greatly appreciate your assistance in arranging for Mr. Birkrem to observe the work the Public Affairs Department of C.B.S. in the field of educational television. If you feel there are other departments he should visit or contacts at C.B.S. that would be helpful for him, we would welcome your suggestions. We are tentatively planning that Mr. Birkrem will spend the initial three weeks of his four-month period in New York City and would hope that he might spend the first ten days of that period with C.B.S.

We do not yet know Mr. Birkrem's exact date of arrival and therefore any appointments would have to be tentative until we are able to provide you with more detailed information on his plans. We expect, however, that he will be here shortly after the beginning of the year.

I shall look forward to hearing from you after you have had an opportunity to review the enclosed material. We should like to thank you in advance for whatever assistance and cooperation you can give us in implementing this program.

Sincerely yours,

Carolyn Graham
Program Specialist
Department of Special Programs

Enclosures

cc: Mr. Edward R. Murrow

Graham/eld 10/2/56

INSTITUTE OF INTERNATIONAL EDUCATION
1 East 67th Street, New York 21, N.Y.
Department of Special Programs

Summary Sheet

UNESCO Fellowship in Educational Television

Name: BIRKREM, Hans Julius Bachrud Nationality: Norwegian

Present Position & Title: Programme Secretary, Norwegian State Broadcasting System, Oslo, Norway

Home Address: Rektorhaugen 9A, Ulleval Hageby, Oslo, Norway

Date and Place of Birth: November 27, 1912 - Krisas, Sweden

Education: Universities of Oslo & Uppsala (Sweden), French degree, 1939
History degree, 1942
English degree, 1945
Alliance Francaise, Paris Diploma

Languages: English
French
German
Scandinavian languages

Experience:

Name of Organization	Title of Position	Years of Tenure
Norwegian State Broadcasting System	Programme Secretary	Permanent
American Embassy	Secretary	1945
Ullern Hoyere skole	Secondary School Teacher (Lycee)	1945
Paulsens Institute, Oslo	Teacher of commerical correspondence, etc.	1938-1942

Field of Study: Television with emphasis on Educational Television

Countries to be Visited:

France	2 months
United States	4 months
United Kingdom	3 months

Duration of U.S. Program: 4 months

Estimated Time of Arrival: January 1957

Aid to Member States Programme 1955/6
NORWAY

FELLOWSHIP IN EDUCATIONAL TELEVISION

Background of fellowship: To the Norwegian State Broadcasting System, television means a new field of activity. For this reason, programming is being considered at this time on the broadest possible basis. The Director of the Norwegian State Broadcasting System therefore wishes the candidate to make a thorough study of problems connected with programming for television in general, though he must consider the sector of school and educational programmes as his special field of study.

Duration of fellowship: Nine months

Study Programme for
Mr. Hans Julius Bachrud Birkrem
Programme Secretary,
Norwegian State Broadcasting System

Countries of study

FRANCE - two months

- UNESCO- Discussions with the Organization's specialist in television (Television section, Department of Mass Communications).
- Study of problems connected with programming for television - Radiodiffsion Television Francaise.
- Study of French school television (M.Henri Dieuzeide, Chef du Service de la Television scolaire, Centre National de Documentation Pedagogique).
- Study of adult education through television (M.Dumazedier, Television et Culture).

UNITED STATES - four months

- New York: study of adult education through television undertaken by the Public Affairs Department of the Columbia Broadcasting System under Mr. Irving Gitlin, in particular the programmes entitled "The Search" and "Adventure". Study of documentaries and public affairs programmes produced by the National Broadcasting Company under Mr. Davidson Taylor.
- Study of problems connected with programming for television with one of the local television stations (possibly the Boston station) of the Westinghouse Broadcasting Co. (Mr. Richard Pack, Director of Programs, Westinghouse Broadcasting Co., 122 East 42nd Street, New York City).
- Visits to three educational television stations, to be arranged with the National Association of Educational Broadcasters. One of the stations might be WBGH-TV, Boston. The other two stations might be WOI-TV, Ames, Iowa and WQED-TV, Pittsburgh, Pennsylvania.

UNITED KINGDOM - three months

- Study of problems connected with programming for television - British Broadcasting Corporation.
- Work with the Talks Department of the B.B.C. under Mr. Leonard Miall. In addition to study of the various types of programmes produced by this Department, assignment to one specific programme from the very beginning to its production (probably about one month to six weeks).

JOHN HAY WHITNEY FOUNDATION
630 FIFTH AVENUE
NEW YORK 20, N. Y.

July 30, 1956

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

No doubt Mr. Kenneth Holland's office has not had an opportunity to advise you that the John Hay Whitney Foundation will be unable to participate in underwriting the Second National Conference on Exchange of Persons to be sponsored by the Institute of International Education.

I am enclosing a copy of my letter to Mr. Holland explaining the Foundation's operating policy, which I am sure you will understand, based on your experience as a Trustee of a philanthropic organization.

Yours sincerely, or respectfully

John Hay Whitney

JOHN HAY WHITNEY FOUNDATION
630 Fifth Avenue
New York 20, New York

July 17, 1956

Dear Mr. Holland:

I have received your letter of July 9th and regret that the John Hay Whitney Foundation cannot assist financially in support of your good work.

Our foundation can best be described as an operating foundation and not as a grant-in-aid organization. We are currently carrying on several programs in the field of education, as you know, and to finance them all of our available funds have been committed for the next few years.

With all best wishes for the success of your undertaking, I am

Very sincerely yours,

John Hay Whitney

Mr. Kenneth Holland, President
Institute of International Education
1 East 67th Street
New York 21, New York

COPY

L. L. E.

July 25, 1956

Joch

Dear Mr. ~~Whitney~~

I am taking the liberty of writing you briefly about the appeal of the Institute of International Education to the John Hay Whitney Foundation for a grant of $2,500 toward the Institute's Second National Conference on Exchange of Persons.

I should like to urge that serious consideration be given to this appeal, for the Institute is doing an outstanding job that all of us connected with it believe to be most important, especially at this time. I will not go into detail about the Second National Conference, as I know that Ken Holland, President of the Institute, has already written you and submitted his request. I should like to say, however, that this National Conference is of considerable importance, not only to the Institute itself, but to the eighty other co-sponsoring organizations and agencies, both public and private, in the field of exchange. The First National Conference, held in New York two years ago, was an outstanding success.

I hope that the John Hay Whitney Foundation will see its way clear to taking affirmative action on this appeal.

Sincerely,

Mr. John Hay Whitney, President
John Hay Whitney Foundation
630 Fifth Avenue
New York 20, New York

fc

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y.

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Civic Leader, New York City

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President, Crown Zellerbach Corporation

July 9, 1956

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

As you know, we are proceeding with the plans for our Second National Conference on Exchange of Persons to be held in Chicago in December.

In order to finance this Conference, we need to raise $14,975 and therefore are appealing for support to a number of foundations. We are not going to any one foundation for the full amount, but rather are asking several foundations to contribute various amounts.

One of the foundations we are appealing to is the John Hay Whitney, with which we have not had much contact. As you know Mr. Whitney, I am wondering if you would be willing to write him and urge that the Foundation make this grant. I am enclosing a draft of a suggested letter from you to Mr. Whitney.

Sincerely yours,

Kenneth Holland
President

Enclosures

D R A F T

Dear _____:

I am taking the liberty of writing you briefly about the appeal of the Institute of International Education to the John Hay Whitney Foundation for a grant of $2,500 toward the Institute's Second National Conference on Exchange of Persons.

I should like to urge that serious consideration be given to this appeal, for the Institute is doing an outstanding job that all of us connected with it believe to be most important, especially at this time. I will not go into detail about the Second National Conference, as I know that Ken Holland, President of the Institute, has already written you and submitted his request. I should like to say, however, that this National Conference is of considerable importance, not only to the Institute itself, but to the eighty other co-sponsoring organizations and agencies, both public and private, in the field of exchange. The First National Conference, held in New York two years ago, was an outstanding success.

I hope that the John Hay Whitney Foundation will see its way clear to taking affirmative action on this appeal.

July 9, 1956

Mr. John Hay Whitney
President
John Hay Whitney Foundation
630 Fifth Avenue
New York 20, N. Y.

Dear Mr. Whitney:

On behalf of the officers and trustees of the Institute of International Education, I want to offer for the consideration of the John Hay Whitney Foundation the enclosed proposal for a Second National Conference on Exchange of Persons.

Although the Institute has taken the lead in formulating and coordinating plans for this Conference, eighty private and government organizations have participated in the arrangements. It is anticipated that the financial support of the Second National Conference will also be a cooperative effort. We hope that the John Hay Whitney Foundation will join with other organizations interested in promoting more effective educational programs and sounder international relations and will approve a grant of $2,500.

Encouraged by the outstanding success of the First National Conference convened in 1955 and stimulated by the increasing complexity of the exchange movement, the Institute has organized a Second Conference along broader lines than has heretofore been done. In addition to the plenary sessions covering the larger aspects of international exchange, twenty-four workshops are scheduled to deal with the geographical and functional phases of this activity. Those interested primarily in a specific country, region or professional field will find these workshops designed to satisfy their immediate needs. Clinics, at which individual participants can explore the technical operating questions with experts, will be held following each series of workshops.

We are building upon valuable experience in organizing the Conference and, as anticipated, our plans are progressing extremely well. Individuals and groups professionally concerned with exchange programs are looking forward to the second in a series of biennial conferences in this field.

The Second National Conference on Exchange of Persons presents the John Hay Whitney Foundation with an opportunity to make a contribution to international understanding by strengthening the programming and administration of hundreds of educational institutions and organizations concerned with educational exchange. In few fields can a small gift produce such far-reaching benefit to peoples throughout the world. I am confident that the enclosed proposal is worthy of your support, and I hope you can give it your favorable consideration.

I am also enclosing for your reference the Report of the First National Conference on Exchange of Persons, and am sending you under separate cover the 35th Annual Report of the Institute.

Sincerely yours,

Kenneth Holland
President

A Proposal

to the

John Hay Whitney Foundation

by the

Institute of International Education

July 2, 1956

The Institute of International Education is pleased to present to the John Hay Whitney Foundation a project for the Second National Conference on Exchange of Persons.

INTRODUCTION

One of the primary functions of the Institute since its inception thirty-seven years ago has been to act as a central clearing house on exchange of persons programs. In this capacity the Institute has not only given advice and counsel to many thousands of individuals each year, but has energetically assisted other organizations in the United States and foreign countries interested in the many phases of exchange activity.

The Institute's role of guidance and leadership in the exchange field, once relatively simple and clear-cut, has become increasingly complex with each passing year. This is due, in part, to the rapidly expanding energies and resources being devoted to exchange activity by both governmental and private agencies. Moreover, the area of the world involved in and benefiting from exchange of persons has grown at a phenomenal rate with the emergence of former colonies into sovereign nations. The so-called underdeveloped countries were quick to realize the value of exchange of persons in enhancing the well-being of their people. At the same time the more prosperous nations have become keenly aware of their responsibility to help these people fulfill the educational aspirations so essential to their development.

The United States today urgently needs trained men and women to fill positions vitally important to our international responsibilities in government service, the professions, business and industry, the United Nations and its specialized agencies, and colleges and universities throughout the world. It is equally important to have in foreign countries men and women in positions of leadership who know and respect the United States. Exchange of persons programs are the most effective way of developing these needed leaders.

Although current efforts in the exchange field are not new, or even fundamentally different from previous years, the number of persons involved has increased five-fold since World War II. This year 45,000 Americans and foreign nationals have participated in educational exchanges. The number of communities, organizations and individuals who are concerned in some way with student exchanges has multiplied many times. Interest in exchange activity reaches into every area of the nation. Americans from every state are seeking and obtaining opportunities to study abroad. Communities of all sizes and in all parts of the United States are welcoming foreign exchangees - as students or teachers in their educational institutions, as observers in industry, and as vacation or week-end guests. Many of the citizens of these communities contribute through local branches of civic or professional associations to private national scholarship programs, and all of them contribute through their taxes to the Government exchange programs.

Exchange of persons has become an undertaking that taps all types of resources throughout the United States. It is no longer centered in a few educational institutions and supported by a limited number of groups. The objectives of educational exchange are not achieved automatically through the mere movement of persons, and many conditions must be met to insure the success of exchange programs. The increasing difficulty of comparing experiences, evaluating new information, and providing an orderly, comprehensive, integrated approach to the total exchange field has made the Institute's clearing-house function correspondingly more important. To facilitate and strengthen its work as an overall coordinating agency, the Institute convened a National Conference on Exchange of Persons in New York City during February, 1955.

THE FIRST NATIONAL CONFERENCE

The National Conference on Exchange of Persons held in February, 1955, was the first national conference to bring together the major agencies, public and private, concerned with the development and operation of educational exchange programs and representatives of the educational institutions, industrial firms, foundations, and community groups which support such programs. Fifty-eight national organizations joined with the Institute in the planning and the sponsoring of the conference.

Some 750 persons, including 339 individuals from 32 states, the District of Columbia and the Commonwealth of Puerto Rico, twelve persons from seven foreign countries and 396 persons from New York City registered for the Conference. Many of those from New York City represented national organizations. Registration by affiliation included 216 persons from 121 colleges and universities (including six from foreign universities), 95 representatives of 31 foundations, 38 members of 34 corporations, 33 representatives of 25 religious organizations, 43 persons from eight U. S. Government departments, 225 representatives of 125 civic, professional, and international organizations, 54 representatives of 43 foreign embassies, consulates and other foreign government organizations, and 43 persons in miscellaneous categories, such as the press.

The National Conference was highly successful in (1) focusing attention on the values of exchange programs and their significance in our international relations and in our community life, (2) giving opportunity to people new to participation in exchange programs to learn from experts in the field, and (3) providing a forum for the exchange of experiences and knowledge of the whole range of activity in international educational programs.

The trustees of the Institute believe that the First National Conference proved the importance of this technique for giving key groups of people the understanding, information and stimulus needed to improve and expand international educational exchange programs. The report of the conference, published by the Institute, was widely circulated and discussed. Representatives of the participating organizations, in a meeting following the National Conference, concluded that it had met a real need and encouraged the Institute to continue to hold similar national conferences on a biennial basis.

ORGANIZATION OF THE SECOND NATIONAL CONFERENCE

In view of the success of the First National Conference and in keeping with the recommendation of interested agencies, the Institute has during the past several months taken the lead in formulating plans for a Second National Conference on

Exchange of Persons. While the Institute has been providing the necessary coordination, over 80 organizations, both private and governmental, have joined in the conference planning. A list of participating groups is given in Appendix A.

The Second National Conference on Exchange of Persons is designed to strengthen the programing and administration of exchanges by (1) providing a forum for the exchange of ideas among specialists in international exchange, (2) providing an opportunity for organizations in the exchange field to assess current programs, their potentialities and shortcomings, and (3) building greater public understanding and support of exchange programs.

On March 26, 1956, over 50 representatives of the sponsoring organizations met to discuss arrangements for the Second National Conference. They drew up the preliminary plans outlined in Appendix B. In brief, these plans call for the conference to meet in Chicago, December 5-7, 1956. The theme will be "Education for International Responsibilities" and the conference is tentatively scheduled to include 24 workshops. The purpose of the proposed workshops is to evaluate current policy and information in the broad geographical and functional areas of exchange. Seven will concentrate on exchanges with Africa, the Near and Middle East, Europe (Western and Eastern), Latin America, Southeast Asia, and the Far East. The nine functional workshops, organized according to professional fields, will discuss exchanges in medicine and health, science and engineering, agriculture, law, education, public administration, arts, business and industry, mass communications, labor and social work. The closing six workshops will deal with the various levels of exchanges, including college and university students, professors and teachers, secondary school students, leaders and specialists, etc.

Following each group of workshops, "clinics" will be held. These "clinics" are designed to facilitate discussion between individual conference participants and the experts concerning the many technical questions and operating problems that confront the novice in the exchange field, i.e., program planning, selection of participants, orientation and follow-up.

The Institute has not only assumed responsibility for conducting the conference, but will, through its Publications Division, prepare and issue the final report. The staff of the Institute is also prepared to coordinate studies that may result from the workshop sessions.

UNDERWRITING THE CONFERENCE

A budget estimate for the Second National Conference on Exchange of Persons indicates that the costs of the project will be $14,975. (The proposed budget is attached as Appendix C). The Institute must secure these funds as a special grant above its income for the general administrative functions of the Institute.

Our request covers only the direct costs of the conference over and above the part to be played by our regular staff and does not represent the full cost of the conference. We assume that the officers of the Institute, our Information Department and the staff of the Committee on Educational Interchange Policy will necessarily devote a substantial part of their time to the preparation and operation of the conference. We hope that several foundations will join in supporting this important project.

The Institute of International Education respectfully requests the John Hay Whitney Foundation to join with other foundations in considering a grant of $2,500 to underwrite a Second National Conference on Exchange of Persons.

Submitted on behalf of the Board of Trustees

INSTITUTE OF INTERNATIONAL EDUCATION

Kenneth Holland
President

PARTICIPATING ORGANIZATIONS
SECOND NATIONAL CONFERENCE

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Altrusa International, Inc.
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American Youth Hostels, Inc.
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English-Speaking Union of the United States
Experiment in International Living

Federation of French Alliances in the U.S.
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Institute of World Affairs
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National 4-H Foundation of America, Inc.
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National Recreation Association
Near East College Association, Inc.
Near East Foundation
Netherland-America Foundation, Inc.
National Conference of Christians and Jews

Operation Town Affiliation

Rhodes Scholarship Trust

United States National Student Association

World Brotherhood
World University Service

Young Men's Christian Association of the USA, National Council of
Young Men's Christian Association of the USA

OBSERVERS

American Association for the United Nations, Inc.
American Council on Education
American Management Association

International Association of Plastic Arts, United States Committee of
International Cooperation Administration, Department of State
International Educational Exchange Service, Department of State

Lions International

Pan American Union

United States Chamber of Commerce
United States Department of Labor
United States Office of Education, Department of Health, Education, Welfare
U.S. Public Health Service, Department of Health, Education, Welfare
United States Information Agency
UNESCO

Woodrow Wilson Foundation

6/1/56

PROVISIONAL PROGRAM
SECOND NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Congress Hotel
Chicago, Illinois
December 5-7, 1956

Conference Theme: Education for International Responsibilities

Wednesday, December 5, 1956

9:30 a.m. - 5:30 p.m.	Registration
2:00 p.m. - 5:00 p.m.	Opening Plenary Panel Session - "U.S. Needs for Men and Women Educated for International Responsibilities"

This session will be modeled on the Open Doors session of the First Conference. There will be a twenty minute presentation by a speaker on manpower needs. The panel will include a representative of Business and Industry, Labor, Government, Religion, Education and the Military Services.

5:30 p.m. - 7:30 p.m.	Reception - IIE Regional Office

Thursday, December 6, 1956

9:30 a.m. - 12:00 p.m. — Seven Simultaneous Workshops

"Meeting Regional Needs through Exchange of Persons"

1. Africa, except Egypt
2. Western Hemisphere
3. North East Asia (Formosa, Korea, Japan)
4. South East Asia (Pakistan through Malaya, Vietnam, Indonesia, Phillipines)
5. Middle East (Egypt, Arab Nations, Israel)
6. Europe, U.K., Australia, New Zealand
7. Eastern Europe

12:00 p.m. - 1:00 p.m. — Clinics (Discussion of individual problems with experts)

1. Problems in Selection of Participants
2. Problems in Program Planning (placement, itineraries, supervision, reports)
3. Problems in Orientation
4. Problems in Follow-up

12:00 p.m. - 1:00 p.m. — Coffee Hour

2:30 p.m. - 4:30 p.m.	Eleven Simultaneous Workshops "How Can Exchange Programs be Improved in Professional Fields" 1. Medicine and Health 2. Science and Engineering 3. Agriculture 4. Law 5. Public Administration 6. Education 7. Arts 8. Business and Industry 9. Mass Communication (newspapers, radio, etc.) 10. Labor 11. Social Work
4:30 p.m. - 5:30 p.m.	Clinics (same as above)
8:00 p.m. - 10:00 p.m.	Plenary Session - "The Role of Private Organizations in Exchange"

There will be two presentations on this topic, one by a representative of Government and one by a representative of Private interests.

Friday, December 7, 1956

9:30 a.m. - 10:30 a.m.	Plenary Session - "How Can Research Findings Improve Exchange of Persons Programs"
10:30 a.m. - 12:00 p.m.	Six Simultaneous Workshops "Implications of Research for Exchange Programs" 1. College and University Students 2. Professors and Teachers 3. Secondary School Students 4. Leaders and Specialists (short term visitors) 5. Summer Group Projects 6. American Community as Host
12:00 p.m. - 1:00 p.m.	Clinics (same as above)
1:00 p.m. - 2:30 p.m.	Closing Luncheon (Distinguished Service Awards)
2:30 p.m.	Conference Adjourns

6/26/56

APPENDIX C

Estimated Budget

For

Second National Conference On Exchange Of Persons

Salaries (Part-time)	$ 7,500
Temporary Help	850
Travel	2,500
Communications	600
Printing and Duplicating	4,625
Supplies and Materials	125
Miscellaneous and General Expenses	500
Total	$ 17,975
Less Anticipated Income from Registration Fees	3,000
Total	$ 14,975

Mrs. Morris Hadley, Chairman Luncheon Committee, Member New York Area Committee Institute.

Mrs. Maurice T. Moore, Chairman of the Executive Committee, introduces some distinguished Institute Alumni.

President William E. Stevenson of Oberlin College, Second Vice Chairman of Board.

Mrs. Moore, Chairman of the Executive Committee, Born in China, Graduated from Wellesley, Active YWCA, China Institute, etc.

Andre Philip, Product of International Education and Doctor of Law in Paris, then to London, two years at Columbia at Rockefeller Institute, Lectured under auspices Institute -- Served for many years Member of the Chamber of Deputies, Distinguished leader on movements tending toward European cooperation, During the War active in the Resistance, Leader in London, Commissioner of the Interior under General de Gaulle. After the War, Chairman of the Committee on the Constitution, Later served as Minister of Finance and National Economy -- Subject: "The Western European Union and Exchange of Persons."

Workshops will re-convene in fifteen minutes in same rooms in which they have been meeting -- Invited to Reception at Institute's Headquarters, 67th and Fifth Avenue from 5:30 to 8:00 this evening.

Conference

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May 2, 1956

7

TO: Edward R. Murrow

FROM: Stephen P. Duggan, Jr.

SUBJECT: Corporation Support for IIE

At its last meeting in March, the Financial Development Committee devoted considerable time and effort to exploring ways and means by which the Institute can increase its support from business and industry. You will find the minutes of the Financial Development Committee meeting in the documents sent you for the meeting of the trustees on May 14.

The Committee recommended that the active support of the trustees of the Institute should be enlisted in this campaign, and that this be discussed at the next meeting of the Board. It was further recommended that the trustees be sent in advance a list of corporations that are likely prospects, and that they be requested to indicate on this list those corporations with which they may have some contact and might be willing to approach.

Attached is a list of 25 corporations which we should like to approach for support. I hope that you will find time to look this over before our meeting, indicating those with which you have some contact. We should also like to have from you the names of additional corporations you think may be good prospects.

I should appreciate your returning the list in the enclosed envelope.

May 2, 1956

SELECTED CORPORATION PROSPECTS FOR SOLICITATION BY IIE

American Metal Co.

Harold K. Hochschild, Chairman
Walter Hochschild, President

American Smelting & Refining Co.

Roger W. Straus, Chairman
John C. Emison, Chrm: Fin. Com.
Kenneth C. Brownell, President
R. Worth Vaughan, Exec. V.P.

Arabian American Oil Co.

F. A. Davies, Chrm.
R. G. Follis, Vice Chrm.
R. L. Keyes, Pres.

Armco Steel Corp.

Charles R. Hook, Chrm.
Weber W. Sebald, Pres.
R. L. Gray, Exec. V.P.

Armstrong Cork Co.

Henning W. Prentis, Jr., Chrm.
Clifford J. Backstrand, Pres.
Kenneth O. Bates, Exec. V.P.
G. W. Warwick, Gen. Mgr.: For. Oper.

Bridgeport Brass Co.

Herman W. Steinkraus, Chrm. & Pres.
Austin R. Zender, Exec. V.P.

Climax Molybdenum Co.

Arthur H. Bunker, Pres.
Western G. Thomas, Exec. V.P.

E. I. du Pont de Nemours & Co.

Irenee du Pont, Hon. Chrm.
W. S. Carpenter, Jr., Chrm.
C. H. Greenwalt, Pres.

Firestone Tire & Rubber Co.

Harvey S. Firestone, Jr., Chrm.
Lee R. Jackson, Pres.
Raymond C. Firestone, Exec. V.P.
James E. Trainer, Exec. V.P.
John J. Shea, V.P. Fin.

General Dynamics Corp.

John Jay Hopkins, Chrm. & Pres.
Frank Pace, Jr., Exec. V.P.

General Foods Corp.

Colby M. Chester, Hon. Chrm.
Charles G. Mortimer, Pres.
George Hampton, Exec. V.P.
George D. Bryson, V.P. Int'l. Oper.

General Tire & Rubber Co.

W. O'Neil, Pres.
V. P. Reid, Exec. V.P.

The Gillette Co.

William A. Barron, Jr., Chrm.
Joseph P. Spang, Jr., Pres.

W. R. Grace & Co.

C. E. Wilson, Chrm.
J. Peter Grace, Pres.
Andrew B. Shea, Exec. V.P.
John C. Griswold, Exec. V.P.
A. S. Rupley, Exec. V.P.
Alexander T. Daignault,
Exec. V.P. Fin.

The B. F. Goodrich Co.

John Lyon Collyer, Chrm.
William S. Richardson, Pres.

Gulf Oil Corp.

Sydney A. Swensrud, Chrm.
W. K. Whiteford, Pres.
David Proctor, Exec. V.P. & Dir.

International Latex Corp.

A. N. Spanel, Chrm.
W. O. Heinze, Pres.

Monsanto Chemical Co.

Edgar M. Queeny, Chrm.
Charles Allen Thomas, Pres.

Olin-Mathieson Chemical Corp.

John M. Olin, Chrm.
Thomas S. Nichols, Pres.
F. S. Elfred, Exec. V.P.
John C. Leppart, Exec. V.P.
Stanley de J. Osborne, Exec. V.P.
William C. Foster, Exec. V.P.
J. W. Hanes, Chrm. Fin. Comm.

Procter & Gamble Co.

Richard R. Deupree, Chrm.
Neil H. McElroy, Pres.
Howard J. Morgens, Exec. V.P.
Walter L. Lingle, Jr., Exec. V.P.
Kelly Y. Siddall, Adm. V.P.

Joseph E. Seagram & Sons, Inc.

Frank R. Schwengel, Pres.

Sperry Rand Corp.

Douglas MacArthur, Chrm.
James H. Rand, Vice Chrm.
Harry F. Vickers, Pres.

Standard Oil Co. (New Jersey)

Eugene Holman, Chrm.
M. J. Rathbone, Pres.

U. S. Lines Co.

John M. Franklin, Pres.
Raymond M. Hicks, Exec. V.P.
Giles C. Stedman, V.P. (foreign)

Weyerhaeuser Timber Co.

F. K. Weyerhaeuser, Chrm.
J. P. Weyerhaeuser, Jr., Pres.
J. E. Nolan, V.P. & Gen. Mgr.

Have a Share in the Future

- You can contribute to world security by investing in international understanding.
- You can strengthen the vitality of American education by encouraging the free exchange of ideas.
- You can perpetuate your life, or memorialize a loved one, by supporting the ideals for which you live.

An immortality of usefulness through the

INSTITUTE OF INTERNATIONAL EDUCATION

BEQUESTS to the Institute may be designated as:

A General Contribution

A general contribution to the Institute will support and strengthen a thirty-six year old program of educational exchange:

- Administration of scholarships for Americans to study abroad and for foreign students and specialists to come to the United States.
- Coordination of small contributions given by individuals, colleges and universities, church and civic groups, and other organizations, to create more fellowships for international study.
- Hospitality and guidance for foreign students and visiting leaders from abroad through the Institute's main office in New York and its regional offices in Chicago, Denver, Houston, San Francisco and Washington.
- Information and publications services on exchange, used annually by thousands of individuals throughout the world.

An Endowment

Gifts to the General Endowment Fund of the Institute can be the most effective contribution to international exchange. This Fund, through wise investment, is an expanding source of benefit to an increasing number of people every year. Endowments provide a stability to the exchange program which permits long-range planning and adjustment to future needs and conditions.

Establishment of New Programs

If you have a special interest in a specific country or field, it is possible to establish an individually-endowed exchange program within the comprehensive scope of the Institute's activities. For example,

- An international scholarship may be established to enable a U. S. student to study in a specific foreign country, or to aid a student of a given nationality to come to the U. S., or a program may be endowed for the exchange of students in specified fields of study.
- Projects may be established for the exchange of leaders or specialists in fields such as government, religion, business, labor, the arts, on individually planned programs which may or may not involve formal study at an educational institution.

Federal and State Governments make your giving to the Institute of International Education both economical and philanthropic. Your generosity is doubly tax-exempt—once for the giver and once for the receiver.

SUGGESTED FORMS FOR GIFTS AND BEQUESTS

Unrestricted Bequest

"I give and bequeath to the INSTITUTE OF INTERNATIONAL EDUCATION, INC., a New York corporation having its headquarters in the City, County and State of New York, the sum of_____ Dollars ($), to be used for its general corporate purposes."

Unrestricted Endowment

"I give and bequeath to the INSTITUTE OF INTERNATIONAL EDUCATION, INC., a New York corporation having its headquarters in the City, County and State of New York, the sum of_____ Dollars ($) to be added to the general endowment funds of said Institute of International Education (and to be known as the_____ Fund).

Bequests for Scholarships

In both of the above forms such restrictions as the following may be added:

"as a Scholarship Fund of said Institute of International Education (and to be known as the_____Fund), the income only from such fund to be used for_____."

Prospective donors are advised to consult their personal attorneys in the preparation of their wills.

Further information about bequests may be obtained from the President of the Institute, Kenneth Holland, or from the Chairman of the Committee on Bequests of the Board of Trustees, Dudley B. Bonsal.

The legal title, to which bequests may be made is:

INSTITUTE OF INTERNATIONAL EDUCATION, INC.
1 East 67th Street
New York 21, New York

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*Sherman Smith
Dean of Students, University of New Mexico
*Arthur Ellsworth Stoddard
President, Union Pacific Railroad
*Ernest D. Wilkinson
President, Brigham Young University
* *Member regional advisory committee.*

* * * * *

Kenneth Holland,
President, Institute of International Education
Ben M. Cherrington, *Regional Director*
Gerhard H. Mundinger, *Assistant Regional Director*
Elizabeth Blanc, *Associate*
Ethel L. Pruden, *Secretary*
Phyllis J. Kochinas, *Secretary*

May 1, 1956

Mr. Edward R. Murrow
Columbia Broadcasting Company
485 Madison Avenue
New York 22, New York

Dear Ed:

Since my letter of April 24th I have received a communication which calls for action on the part of our Nominating Committee. From Ruth E. Stanton, George A. Finch's secretary, has come a letter which says in part: "Before leaving for Spain to attend the meeting of the Institute de Droit International and to fulfil certain other obligations in that country, Mr. Finch asked me to tell you, in acknowledging the receipt of these papers, that he was sorry to have to miss the meeting, adding that he believed it would be the first time that he had been absent from these meetings. He also asked me to tell you that if the Trustees feel that his continuance as an active Trustee is desirable, he would feel honored to be reelected for another three-year term; but if they wish the vacancy for some other person he would be glad to accept election as an Honorary Trustee. He reached his seventieth birthday last year."

Having in mind the importance of bringing younger persons on to the Board and realizing that if Mr. Finch is made an honorary member the Board can continue to draw upon his unique knowledge of the Endowment's history, I suggest that we nominate him for honorary membership. You, and other members of our committee, may think it advisable to continue him as an active member. It will be helpful before the meeting in New York to learn whether we are of one mind, and I will appreciate it if you will let me have your opinion by return airmail. If it can be arranged, I believe our Committee should meet briefly prior to the opening of the business meeting on Thursday morning, the 10th. In your reply to this communication will you indicate whether you plan to attend the cocktail reception Wednesday afternoon, the 9th, or the dinner the same evening. If Wednesday afternoon or evening proves not feasible for a brief meeting, could you attend a committee meeting at the Endowment Center 9:30 Thursday morning, the 10th?

Many thanks for your reply to these questions and comments, if any, on the nominations suggested in my previous letter.

Sincerely,

Ben

Ben M. Cherrington
Regional Director

BMC:elp
cc: Mr. Johnson

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April 20, 1956

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

In accordance with the schedule sent you December 15th, the next meeting of the Board of Trustees will be held Monday, May 14th, at 4:30 P.M. The documentation for the meeting will be sent to you prior to the 14th.

After the business meeting and dinner we plan to have a discussion on "The Role of the Arts in Exchange of Persons" and have invited several people prominent in the arts to lead the discussion. We will let you know at a later date who these speakers will be.

We would appreciate your returning the enclosed postcard as soon as possible indicating whether or not you will be able to attend the business meeting and/or dinner so that we can make the necessary arrangements.

We look forward to seeing you at the May 14th meeting.

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

no

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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

March 30, 1956

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, N.Y.

Dear ~~Mr. Murrow~~ Ed:

I would like to invite you to a small informal meeting on Monday, April 30 from 2:30 to about 5:00 p.m. here at the Institute to explore informally the problems which private organizations face in considering possible exchange of persons programs with the U.S.S.R.

The Institute is looked to by many organizations for advice on the policies and procedures which should govern exchange programs. It is difficult for us to know what policy to follow regarding exchanges with the U.S.S.R.

The recent activities of the U.S.S.R. in the field of technical and cultural exchanges raises serious questions for many private organizations. It seems to us that a review of this question by a few carefully selected individuals who know the U.S.S.R. would be especially helpful in evolving policy on this problem.

Attached is a memorandum suggesting some of the questions an informal meeting of recent visitors to the U.S.S.R. and American-Soviet experts might consider. I also enclose a brief paper prepared by the Institute giving the historical background of U.S.-U.S.S.R. exchanges.

The Board of Trustees join me in cordially inviting you to assist us in exploring this critical question. Would you please advise us at your earliest convenience if you will be able to participate.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosure

Yes

Cancelled

CONFIDENTIAL

TOWARD A POLICY ON EDUCATIONAL EXCHANGE WITH THE SOVIET UNION

The purpose of the proposed informal meeting is to discuss the desirability and feasibility of exchange of persons between the United States and the Soviet Union as a guide to policy formulation by private organizations in the exchange field.

Conceived as a small, working meeting of persons having knowledge of the Soviet Union from study or personal experience, participants would be asked to discuss the values and problems involved in exchange with that country.

Such a discussion seems especially appropriate at this time in view of the apparent changes in Soviet policy and attitudes in recent months, and the espousal of cultural exchange with the Soviet Union by a number of private groups including the National Student Association, the National Planning Association, the World Council of Churches and educational travel agencies.

Some of the topics which might be discussed at this meeting include:

1. Is educational exchange with the USSR desirable and feasible?

2. If so, what educational benefits can be derived from such exchange?

3. Is it realistic to think that exchange with the USSR can promote mutual understanding and good-will?

4. Must exchange with the USSR be essentially competitive? Must we decide who stands to "gain most" before proceeding?

5. Do private organizations have a role to play? Is it different from that of Government?

6. What type and level of exchange is desirable at present? In the long run? Groups or individuals? Students or specialists? Duration or stay?

7. What are the major practical difficulties involved?

   a. Administrative regulations and security requirements - finger printing, security zones, etc.

   b. Financial - high cost of administration, unfavorable exchange rate, high cost of transportation, etc.

   c. Public opinion - attitude of the American public, effect on later careers of Americans, opposition to anti-communist groups, etc.

   d. Defection - is this likely to be a serious problem?

8. What implications would exchange with the Soviet Union have for our relations with Yugoslavia and the Satellite Countries?

Invitations to participate in the meeting have been sent to the following persons:

George Kennan	Institute for Advanced Study, Princeton
Philip Mosely	Council on Foreign Relations
Harry Schwartz	New York Times
Father Walter C. Jaskiewicz-	Russian Institute, Fordham University
Lauren K. Soth	Editor, Des Moines Register and Tribune
Nevin L. Bean	Ford Motor Company, Livonia, Michigan
Prof. Harold J. Berman	Harvard University Law School
William Benton	Publisher, Encyclopedia Britannica
Clarence Pickett	Former Secretary, Amer. Friends Serv. Com.
Sol Hurok	Producer, 711 Fifth Ave., New York
Robert Breen	Director, Every Man Opera Company
Walter J. Stoessel	USSR Affairs, State Department
Howland Sargeant	National Committee for Liberation from Bolshevism; formerly Assistant Secretary for Public Affairs, State Department
Jane Alden	Division of Exchange of Persons, State Department
Bishop Henry K. Sherrill	Episcopal Board of Missions

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Edward R. Murrow	Columbia Broadcasting System
John Slezak	Chairman of the Board, Kable Printing Co.
Kenneth Holland	President, Institute of International Education.

Confidential

EXCHANGE OF PERSONS BETWEEN THE UNITED STATES AND THE SOVIET UNION

(Draft; Agenda Item #7)

Introductory note: In presenting this review of Soviet-American exchange relations since 1917, we have tried to restrict the summary to relatively non-political relationships and thus have not attempted to cover the activities of openly pro-Communist groups within the United States.

1917-1924

During the first seven years of the Communist regime in Russia, there were almost no cultural or technical contacts between the United States and the Soviet Union. After the Allied intervention in northern Russia and Siberia from 1918 to 1920, in which over 7,000 American troops participated, practically all relations between the two countries ceased, apart from very limited commercial transactions. The outstanding exception was during the great Russian famine of 1921-23 when the American Relief Administration, financed both by government and private funds and with a staff of 200 Americans in Russia, distributed 700,000 tons of food among the Russian people. A small Quaker public health unit remained in the Soviet Union for several years thereafter.

A different type of assistance was being rendered within the United States to which many Russian emigre students and teachers made their way. Beginning in 1921, more than 500 reached the United States from Siberia, following the collapse of all internal resistance to the Soviet regime, and others came through Europe. Stephen P. Duggan, Director of the Institute of International Education, played a leading role in raising funds to aid these refugees, at least 300 of whom were reported destitute, and was a founder of the Russian Student Fund which advanced loans to some 700

Russian students during the years following 1921, preference being given, in those early days of uncertainty regarding the U.S.S.R., to "those students who are studying in such fields as will enable them to be of service in the reconstruction of Russia when conditions once more become normal there".

1924-1933

Beginning in 1924, the Soviet Union and the United States slowly expanded their contacts with each other. Trade between the countries grew with the opening of an Amtorg (state trading company) office in New York, and with the revival of the Russian-American Chamber of Commerce in 1926. Tourism to Russia was encouraged by the establishment of the "Intourist" service in 1929. During the late 20's and early 30's, several thousand U.S. tourists visited the Soviet Union; special tours were offered for as little as $285 for 23 days.

In 1925, the All-Union Society for Cultural Relations with Foreign Countries (known as VOKS from its Russian initials) was created in Moscow, composed of leading Soviet cultural, educational and scientific institutions and under the chairmanship of Olga Kameneva, sister of Leon Trotsky. Parallel organizations were simultaneously or shortly afterwards established in Great Britain, Germany, the Netherlands, Norway, Japan, South Africa and many other countries, altogether about twenty. VOKS issued regular publications in several languages, covering both general cultural developments in Russia and such specialized fields as the fine arts, literature, music, education, the theater, sports, etc. In cooperation with its associated groups, it served as a channel for the exchange of books, art exhibits and other cultural materials, and it organized tours for visiting scientists,

artists, professors, students and other professional groups.

A representative of VOKS arrived in the United States in 1925 and in the following year the American Society for Cultural Relations with the U.S.S.R. was created, later becoming the American-Russian Institute. The Institute, supported by foundations as well as membership fees and contributions, issued publications on the Soviet Union, offered library and information services, held conferences, receptions and concerts, organized tours to the Soviet Union, and in general sought to promote cultural relations between the two countries.

In the strictly student exchange field little progress was made, although Dr. Duggan, visiting Russia in 1925, reported optimistically:

> "The ministry of education is admirably organized...and one branch of it is devoted solely to relations with foreign countries. I had several conversations with Professor Leboda, the head of that department...He knew of the work of the Institute...and requested that the activity (exchange of professors and students) be extended to Russia. He asked also that the summer tours of American students to different countries be extended to include Russia and that opportunity be given to groups of Russian students to visit America in summer tours....
>
> "Personally, I believe that whatever our political relations with Russia are to be, our educational relations should be the same as with other countries...I am convinced that the restoration of Russia to more reasonable views of western attitudes towards human affairs will be greatly facilitated by the visits of our teachers and students to her institutions and of her teachers and students to our institutions."

In fact, some students did come and go between the two countries, but there seems to be no record of their exact number. The annual census of the Committee on Friendly Relations continued to list hundreds of "Russians" each year but without doubt the bulk of these were refugees. IIE annual reports reveal only one specific mention of students from the Soviet Union; in 1929-30 five U.S.S.R. exchange fellows were identified as studying

in American universities. In 1933, however, arrangements were made through the School of Education of New York University for a group of American students to study in Moscow and Leningrad during that summer.

Throughout this period, Americans played a strikingly important role as participants in the Soviet Union's economic development. Much later, during a conversation with Eric Johnston in June 1944, Stalin asserted that about two-thirds of all the large industrial enterprises in the Soviet Union had been built with United States material aid or technical assistance.

At first, the Soviet Government offered private foreign concessions for developing raw material resources; by 1927 there were 110 such concessions. Although only about 10% of these were American, one of the most important agreements was that signed in 1925 with W. A. Harriman & Co. for the development of manganese production. The natural reluctance of many foreign firms to invest heavily in Russia led the Soviet Union, at the inauguration of the First Five Year Plan in 1928, to turn to technical assistance and management contracts in order to acquire many basic industrial skills. In 1931, 134 contracts were in force, at least one-third of which were with U.S. companies. The great Dnieper River dam, then the world's largest dam in terms of volume of water and perhaps the Soviet Union's most dramatic symbol of its development, was built under the supervision of the famed American engineer Hugh L. Cooper and his firm. Among the American corporations who made available engineering and industrial know-how in setting up factories and opening mines were such giants as Dupont, Curtiss-Wright, Koppers Construction, Sperry Gyroscope, Ford Motor Co., Radio Corporation of America, Newport News Shipbuilding and Dry Dock Co., and many others less well known.

Exactly how many Americans actually were employed in Russia at the peak of the technical assistance program in 1929-31 has probably never been calculated but Soviet sources have reported that there were 600 to 700 American engineers in Russia in 1930. During the entire period of the First Five Year Plan about 1500 American technicians are estimated to have worked in Russia. Even after the contracts expired, some Americans stayed on in individual capacities.

1933-1939

The diplomatic recognition of the Soviet Union by the United States in November 1933 brought a decided increase in organized cultural contacts.

One of the most interesting undertakings followed another visit by Dr. Duggan to the Soviet Union in 1934 when the Institute of International Education agreed to co-sponsor a Soviet summer school offered by the Anglo-American Institute of the First Moscow University. From July 15 to August 26, 1934, some 200 Americans (more than at any other foreign institution that year) studied such various aspects of Soviet civilization as art, education, economics, and sociology. Encouraged by the initial success, the Institute agreed to sponsor the school for a second year. Again 200 Americans arrived in Moscow, only to find that the courses had been cancelled on the grounds of the unavailability of professors. Although the Soviet Government offered alternative ways of spending the summer which apparently satisfied the participants, the IIE severed its connection with the University.

Individual students continued, however, to make their way to Moscow during the years preceding World War II to study in such fields as drama, pedagogy, economics and jurisprudence, while a number of young Soviet engineers came to the United States to enroll in American technical colleges.

In the broader cultural field, there were visits between the two countries of scientists to participate in international congresses and of artists to make tours and attend festivals. The Soviet composer Prokofieff visited the United States several times, his last tour taking place in 1938. American tourists continued to visit Russia; Russian films became better known in this country; and in general, VOKS and the American-Russian Institute carried on their cultural activities until the outbreak of the war.

1945-1949

The solidarity of Russia and America during World War II brought high hopes of expanded United States-Soviet cultural relations in the post-war period. During the war VOKS had handled all the relief supplies sent to Russia by the American people through the Russian War Relief. Much industrial equipment was given to Russia under the Lend-Lease Program and technicians sent to supervise its installation.

With the end of hostilities, the United States Government suggested in October and November 1945 that an exchange of persons program be initiated, mentioning especially musical and theater groups, and students. Simultaneously, and throughout 1946 and 1947, many private American organizations and institutions made offers for various types of visits and exchanges in both directions - students, professors, scientists, musicians, etc. In some cases, arrangements were satisfactorily completed, but in many cases the Soviet Government simply failed to respond to overtures, even though Stalin had declared in an interview with Elliott Roosevelt in December 1946 that "of course" he favored an exchange of students, artists, scientists and professors between the United States and the U.S.S.R.

In mid-1947 the Soviet attitude apparently crystallized into a definite rejection of further person-to-person cultural contacts. Deputy Foreign Minister Malik declared that Soviet universities were so crowded that there was no room for foreign students and no professors available for sending abroad. Moreover, said Malik, Soviet citizens were unwilling to face the possibility of being required to register as foreign agents in the United States.

These official reasons later gave way to Soviet press attacks on the reputed ulterior motives of the United States in promoting exchange programs. The IIE was described in a Soviet educational journal as a "monopoly American institution for international pedagogic relations, for training legal 'pedagogic' spies and informers, and for establishing an 'American column' in every country...The selection of scholars invited to America, like the selection of American professors sent abroad, has a specific character. Both, as a rule, belong to the openly reactionary camp."

These views followed a decree of December 1947 forbidding any Soviet instituion, other than the Ministry of Foreign Affairs and the Ministry of Foreign Trade, to have any relations with representatives of foreign states. Earlier, in June 1947, a severe "State Secrets Act" had made almost any intercourse with a foreigner a source of real danger to an ordinary Soviet citizen.

Post-War Soviet Cultural and Exchange-of-Persons Activities

Even while cultural relations between the United States and the U.S.S.R. were dwindling to their lowest ebb in 20 years, the Soviet Union was carrying on an extensive cultural campaign in other parts of the world.

The enormous changes in the world balance of power in the post-war years, and the growth of Communist parties and Communist-front groups in many areas, made Soviet cultural operations an almost integral part of efforts to achieve immediate and long-range political objectives. It is extremely difficult to distinguish between the cultural activities of the U.S.S.R. itself and those of local Communist parties and front groups and their international counterparts, the Cominform, the World Peace Congress, and the like. In fact, the cultural undertakings of all of these were parts of a vast propaganda campaign in support of the political aims of the Soviet Union.

Capitalizing on the general spirit of World War II goodwill towards Russia, the Soviet Union initiated an expanded program of cultural relations, in areas not then under Nazi or Japanese control, even before the end of the fighting. In May 1944, for instance, a Russo-Mexican Cultural Institute was opened in Mexico City; similar institutions were soon established elsewhere in Latin America. The activities of these cultural centers included exchange of persons, although initially on a small scale. (By 1953, however, over 1,000 Latin Americans were reported to have been invited to tour Soviet-bloc countries in that year - a tenfold increase over 1950.)

Shortly after the war, Russia began a vigorous program of cultural exchange with its immediate neighbors to the east and west. At the very time in 1946-47 when Soviet universities were declared "too crowded" to accommodate American students, 700 students from the Balkans and 300 Koreans were reported to be studying in the U.S.S.R. With the complete political and economic absorption of Eastern Europe into the Communist orbit, Russian cultural efforts were stepped up in those areas, and satellite bloc exchanges dominated the Soviet exchange picture. Moscow's cultural objectives appeared

to revolve around the re-invigoration of historic Pan-Slavism oriented towards Russia; a deliberate effort was made to destroy national cultural traditions and even to Russianize languages and alphabets.

Next to its satellites, Russia concentrated in the early post-war years on other adjacent areas where native populations were tied by language or cultural tradition to groups within the U.S.S.R. For example, the common heritage of the Azerbaijan people, divided between Iran and the Soviet Union, was stressed. A VOKS House of Culture was opened in Teheran, and in 1949, former U.S. Ambassador George Allen estimated that the Soviets were spending ten times the United States outlay for cultural and information work in Iran.

Meanwhile, the Soviet Union was not inactive elsewhere. "Friendship societies" were established or restored in European countries, and, in those with a large Communist minority, they flourished. The French association, France-URSS, was conspicuously successful, with branches and offices throughout the country.

A change in Soviet cultural policy began to appear in 1950. Instead of concentrating on its own satellites and on countries where Communism already had widespread appeal, the new approach seemed aimed at winning the support of cultural elements in the free world generally, by emphasizing the Soviet Union as the seat of true culture, in contrast to the "decadent", "materialistic" and "bourgeois" variety purveyed by the U.S.

Speaking to the Institute of International Education in 1951, Edward Barrett, Assistant Secretary of State for Public Affairs, noted one result of the new strategy. "In the past," he declared, "Soviet artists participated relatively little in international festivals and other events outside their own bloc. Since the beginning of 1951, however, and notably

since the theme of 'peaceful co-existence' was introduced, the Soviet Government has sent its best films, musicians, ballerinas, writers and artists to numerous festivals, competitions, fairs and other events." Cultural exchange, he concluded, had become "a major tool of Soviet propaganda".

"Phase 2" of the Soviet cultural offensive was described the following year in a speech by Assistant Secretary Howland Sargeant which emphasized new Russian activities in Asia, and particularly in India. (By 1954, more Indian delegations were visiting the Soviet Union than came from any other country.) Sargeant noted again how successfully the Russians used front groups, such as the All-India Peace Council or the All-India Progressive Writers Association, to peddle the Soviet line on culture.

The death of Stalin in 1953 brought a further expansion of Soviet activities, again with emphasis on the less-developed countries. For the first time, Moscow began offering technical assistance to others than the Soviet bloc, in combination with expanding trade and business transactions. A special agency, V/O Technoexport, in the Ministry of Foreign Trade, which had previously concentrated in satellite areas, began undertaking activities in non-Communist Asia. At the same time Russia made its first contribution to the United Nations Technical Assistance program. It likewise joined UNESCO.

Altogether the period from 1950 to 1954 saw a marked increase in the U.S.S.R.'s exchange-of-persons operations, both cultural and technical.[1] Although even State Department figures vary, the latest estimates are that between 1950 and 1953 the number of delegations entering and leaving the Soviet Union jumped about 60%, while the 1954 program nearly doubled that of 1953. Over 1,000 delegations - usually comprising 10 to 20

1. During the same period the Chinese Communists apparently have stepped up similar activities, particularly by encouraging Asians to come to China. Some 10,000 visitors behind the Bamboo Curtain are counted annually.

people each - were known to have taken part in this two-way traffic during 1954. About a third of these were classified as professional, technical or scientific; next in frequency were trade union delegations and cultural groups. Despite the new emphasis on Asia, three-fifths of free world exchanges were with Western European countries.

One feature of the 1950-54 period was the increasing number of Russian delegations going abroad. Although, in general, during 1950-53 those entering the U.S.S.R. outnumbered those leaving by nearly 4 to 1, in 1954 the ratio was reduced to only 2 to 1. An equally significant feature was the fact that virtually all visitors to Russia were group members, and group delegations within Russia were, of course, carefully shepherded; only recently has somewhat greater freedom of movement been allowed. According to one source, there were only 42 private visitors to the Soviet Union in 1953 although the number probably increased in 1954. Likewise almost all Russians went abroad in groups. Thus, at latest reports, there are no individual Russian students known to be studying in the free world.

Summary

It is impossible to evaluate Soviet-American exchange-of-persons relationships on the same terms as those between the United States and non-Communist countries simply because the political differences between the two nations have created unprecedented obstacles to any cultural exchange efforts. Speaking in a general way, in the post-World War I period it was the United States which appeared most fearful of cultural contacts; indeed one of the bases on which this country finally extended diplomatic recognition of the Soviet Union in 1933 was a Soviet promise to refrain from any

"propaganda" activities in the United States. In the post-World War II period, just the opposite appears to be true; it is the Soviet Union which has seemed afraid of people-to-people relationships.

Nevertheless the prospects for the future need not be bleak. Quite apart from political considerations, both countries possess a foundation for renewed activity in the successful blending of domestic cultural differences- particularly Russia with its many nationalities and minority groups. Both countries have the experience of lively post-war exchange activities with other parts of the world. And both countries can look back at the 20's and 30's where history shows that exchange programs, tentative though they were, did actually work.

Certainly the Russians seem to believe in its value. As Secretary of State Dulles pointed out earlier this year: "I may say that the Communists have an immense program for people. They are bringing people from all over the world....They are spending far more money than we are."

January 17, 1956

22 E

February 15, 1956

Dear Ken:

Unfortunately, I do not know Mr. Fleischmann. I am quite prepared to write to him along the lines you suggest, but you may perhaps wish to inquire further of some other members of the Board who might know him.

As ever yours,

Mr. Kenneth Holland
President
Institute of International Education
1 East 67 Street
New York 21, New York

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INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y.

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President, Crown Zellerbach Corporation

February 6, 1956

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

As I am sure you know, we have been trying to raise more funds for our Young Diplomats Project.

Ellsworth Bunker has been writing to a number of former United States ambassadors and we have been sending some appeals to foundations.

One of the foundations we believe might be interested, and to which we have sent the appeal, is the Farfield Foundation at 133 East 40th Street, Suite 205, New York 16. This is the Foundation of which Mr. Julius Fleischmann is the President.

Helen Russell tells me that she believes you know Mr. Fleischmann. Therefore, I am wondering if you would be willing to write him and urge support of our appeal. I am enclosing a draft of a letter in which you may wish to make changes.

Just to refresh your memory about the Young Diplomats Project, I am enclosing a one-page statement that gives a summary of it. We have not asked the Farfield Foundation for any specific amount, but have indicated in the project that it will cost approximately $40,000 for ten more participants. The Foundation is requested to join with other foundations in support of the project.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosures.

D R A F T

February , 1956

Mr. Julius Fleischmann, President
Farfield Foundation, Inc.
133 East 40th Street
Suite 205
New York 16, New York

Dear :

As a member of the Board of Trustees of the Institute of International Education, and through Kenneth Holland, President of the Institute, I am familiar with the fact that an appeal has been made to the Farfield Foundation to join with other foundations in support of our Young Diplomats and Political Leaders Project.

This project has already proven of considerable value and has shown that it holds special possibilities for the deepening of understanding between the participating countries in the Middle and Far East and the United States. We are convinced that it is important for young diplomats from these countries, who are stationed in the United States, to have an opportunity to observe American life outside of their official circles. I will not go into detail about the project, as Mr. Holland has already sent it to you.

I should like to appeal personally to you on this matter and to urge that the Institute's request receive serious consideration and affirmative action.

Sincerely yours,

YOUNG DIPLOMATS PROJECT

Mr. Surjono Sastrowardojo

member of the Indonesian Delegation to the United Nations and Indonesia's representative on the General Assembly Committee on Social, Humanitarian and Cultural Affairs.

Mr. Surjono began his program in July, 1954, with a four-week sojourn in Washington. Here he met several Representatives and Senators, talked with members of their staffs about the relationship of a congressman to his constituents and learned about lobbying and its influence upon legislation. Interviews with newspaper editors and reporters gave him insight into the role of the press and radio in forming American public opinion on foreign and domestic issues.

Before beginning his intensive study of the election campaign, Surjono spent a day with Clinton Golden, Director of the Trade Unions Program at Harvard University Graduate School of Business Administration, discussing the organization and aims of American labor unions. He spent several days in Pittsburgh in order to observe this large industrial community; later he spent a week in Corning, New York, at the invitation of the Corning Glass Works Foundation. Here, for the first time, he saw a small community in action and learned about its administration, its community activities and the daily life of its citizens.

Surjono was first introduced to the senatorial campaign through the services of the Institute's Midwest Office in Chicago. He travelled with the caravans of Senator Douglas and his opponent Joseph Meek for a day and a half each, observing the campaign and talking with everyone he met, press representatives, voters, and candidates alike. He then moved to Oregon and, under the aegis of the editor of the Oregon Journal, observed closely the final three weeks of that campaign.

Following election day, he concerned himself with the role of minority groups and labor in political affairs and with social welfare activities whose methods might be useful in dealing with some of Indonesia's problems. He visited the Navajo reservation in Gallup, New Mexico; Tougaloo College, a liberal arts institution for Negroes in Mississippi; Atlanta, Georgia, where he was a guest of George Mitchell, Executive Director of the Southern Regional Council; Greensboro, Raleigh, and Chapel Hill, North Carolina; the Tennessee Valley Authority at Knoxville; and Detroit.

In the course of his program, Surjono gave numerous interviews and speeches and one broadcast for the Voice of America. He kept a complete diary of his experiences and is now writing a book on the U.S. scene which will be published in Indonesia. In discussing his experience, Mr. Surjono felt that it was unfortunate that so many misconceptions of America exist abroad.

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July 11, 1955

To: Board of Trustees

From: Kenneth Holland, President K.H.

Attached are the minutes of the meeting of the Board of Trustees held on May 9 and the joint meeting of the Executive and Financial Development Committees held on June 16.

Would you please ask your secretary to note on your calendar the date of November 14 for the next full meeting of the Board of Trustees. This will be a dinner meeting, beginning at 4:30 p.m. and continuing until 9:00 p.m.

Best wishes for a most enjoyable summer.

yes

Minutes of the Meeting of the Board of Trustees
of the Institute of International Education
Held at 1 East 67th Street, New York City
Monday, May 9, 1955, 4:30 P.M.

The following members of the Board of Trustees were present:

Stanley C. Allyn
Edward W. Barrett
Mrs. Richard Bernhard
Dudley B. Bonsal
Ralph J. Bunche
Mrs. Henry C. Corbett
Stephen P. Duggan, Jr.
Frederick S. Dunn
Kenneth Holland
Arthur A. Houghton, Jr.
Thomas E. Jones
James Marshall
Mrs. Maurice T. Moore
James M. Nicely
Mrs. Henry P. Russell
Stanley H. Ruttenberg
Eustace Seligman
Mrs. George Hamlin Shaw
George Shuster
Mark Starr
Ordway Tead
Edward M. M. Warburg
Mrs. George D. Woods

The following persons were also present:

Donald J. Shank, Executive Vice President and Secretary
Albert G. Sims, Operating Vice President and Assistant Treasurer
Pearl G. Purcell, Executive Assistant to the President and Assistant Secretary.

Arthur A. Houghton, Jr., Chairman, called the meeting to order at 4:30 PM.

1. Approval of Minutes

The minutes of the following meetings, as previously distributed, were moved, seconded and approved:

(a) Board of Trustees Meeting, February 23, 1955
(b) Executive Committee Meeting, March 17, 1955
(c) Executive Committee Meeting, April 29, 1955

2. Staff Progress Report, January 1 - March 31, 1955

Mr. Holland referred to the Staff Progress Report, included in the documentation for the meeting, and commented on the following highlights:

Regional Offices - The Ford Foundation has informally discussed the possibility of financing another regional office in Atlanta, Georgia, which would indicate that the foundation is convinced of the importance of the work of the regional offices. However, the Institute has indicated that it would not consider opening any additional regional offices unless there was assurance of long-range financial support.

Housing - In addition to the headquarters at 1 East 67th Street, the Institute has space at 667 Madison Avenue at a rental of approximately $14,000 a year. Mr. Holland stated that he would like to explore with the Executive Committee of the Board the

possible acquisition of another building on the same block as the headquarters building since it would be advantageous to have the staff close together and eventually would save money expended for rent. The experience with the headquarters building has proved to be a great advantage in terms not only of financial savings, but also of proper facilities to receive foreign visitors and to hold meetings and conferences.

Committee on Educational Interchange Policy - The first publication issued by the CEIP was a statement on "The Goals of Student Exchange." This statement has received wide circulation and the response to it has been most enthusiastic. Dr. Ralph Tyler, who conducted the study of the Institute, one of the results of which was the establishment of the CEIP, has written that "....This is the kind of thing that our Committee hoped might be developed by the Committee on Educational Interchange Policy, and I am delighted that this job has been done."

Other topics being considered by the CEIP are 1) geographic distribution of students, 2) orientation of foreign and U. S. students before and after they leave their home country, 3) selection problems, and 4) East and West exchanges.

Department of Special Programs - In reviewing the proposed tour of the Soviet Student Editors which had been cancelled by the Russians, Mr. Holland mentioned that it now appears that the Russian farmers who were invited by President Eisenhower will be coming on official passports, eliminating the fingerprinting requirement which was the ostensible reason the visit of the Soviet Student Editors had been cancelled. A representative of the Russian Embassy in Washington had called on the Institute's Washington Office May 6, and had asked many questions about the Institute's services, what it does for various exchange programs, etc., and left the impression that the Russians are planning extensive student exchange programs on which they might request the assistance of the Institute.

3. Financial Matters

Report of the Financial Development Committee

Mr. Duggan presented the report of the Financial Development Committee.

He indicated that the Committee was encouraged by the results of the general fund raising campaigns and particularly felt that the appeal to individuals had been unusually successful. Contributions totalling over $28,000 had been received from 507 individuals. The contributions from educational associates, which had originally been budgeted for $25,000, now total over $27,000.

Mr. Duggan pointed out that one important source of funds which had not yet been fully explored was the small family

foundation. He asked for the assistance of the Trustees in furnishing information about such family foundations and in arranging contacts with their representatives.

The Institute is not making as much progress as it would like on its corporation appeals. Again Mr. Duggan asked for the assistance of the Board members and mentioned that the advice he had been given was that many corporations had to be approached with specific projects rather than general appeals in order to interest them in the Institute.

Mr. Duggan raised two questions. First: should the pattern of the Houston Office $50-a-plate dinner be followed in other regions? The Board agreed that this decision should be left to the officers of the Institute in consultation with the regional office directors since the determination would depend upon the conditions in the individual region. Two: should the fee to educational associates be increased? This question was discussed in terms of the ability of an institution to pay, versus the present fee structure which is based on the enrollment in the institution. The Board agreed that the fee structure should remain on its present basis since it did not believe it possible or sound to establish a fee structure on the basis of the financial resources of an institution.

Report on Development of Capitol Funds

Mr. Holland reviewed the efforts of the Institute to find capital funds and long-term financing of the administrative budget. He referred to the last meeting of the Executive Committee when he outlined plans for long-range financing of the Institute.

Since the last meeting of the Board of Trustees he had talked with a number of representatives of foundations and it now appears that the three major foundations: Ford, Carnegie, and Rockefeller, recognize the need for long-range financial support of the Institute. Discussions have covered both long term grants and contributions to a sustaining fund which would assure the continuity of the Institute and give it necessary independence in the American educational, cultural, and international relations scene. The Institute hopes to convince at least the three major foundations of the desirability of 10 year grants and at the same time will continue to try to raise endowment funds.

Department of State Appropriations

The House of Representatives cut the request of the Department of State from 22 million dollars for the Exchange of Persons Programs. At the hearings of the Senate Appropriations Committee Vice President Nixon

and Senators Smith and Fulbright made strong pleas for restoration of these funds. Although the final outcome will not be known for several weeks, the outlook for at least partial restoration of the cut is good.

4. Department of State Personnel Clause

Mr. Holland reported that the Executive Committee at its meeting on April 29th had considered the question of a personnel clause which the Department of State is now including in its contracts, which provides that the Institute should furnish biographic sketches of members of the professional staff who are working on programs covered by the contract. The original clause, suggested by the Department of State, was not acceptable to IIE since it required that upon notice received from the Department, the Institute would agree to remove individuals from their jobs. The revised clause, as stated in the minutes of the April 29th Executive Committee meeting, no longer contains this requirement. The Executive Committee believed that the Institute should comply with this clause.

Mr. Holland had consulted with representatives of several other organizations which have State Department contracts and the Executive Committee agreed that before a final decision is made, the Institute should await word from these other organizations as to the action they would take with regard to this clause. If any of these organizations disagreed or differed with the position of the Institute the matter would be referred back to the Executive Committee for further consideration. The Board agreed with this action.

5. Union Negotiations

Mr. Sims reported that the present contract with the Government and Civic Employees Organizing Committee, Local 1707, expires June 30, 1955, and negotiations for a new contract are expected to begin the week of May 16. He reported that relations between the union and management have been satisfactory, that there had been only four grievances since the contract went into effect and that there had been no recourse to arbitration.

It is anticipated that the union will ask for increases in salary and for additional fringe benefits such as a change in the health insurance plan, overtime pay, etc. The Institute is now engaged in collecting information on current practices and changes that have been effected through recent contract negotiations by other agencies in the non-profit field in preparation for negotiations.

6. National Conference on Exchange of Persons

Mr. Shank reported that 750 people had attended the National Conference held in New York City February 23 to 25, 1955, which was a larger number than the Institute had anticipated. The report on the Conference has now been published and covers

the 8 workshop sessions, extracts from the major addresses, a list of the participating organizations and individuals who attended, and a breakdown by state, field of interest, etc. This was the first time the Institute had brought together into a formal relationship a number of organizations working in this field - some 55 organizations had joined the Institute as participants in the planning of the conference. Subsequently, the group met to discuss the results of the conference and to consider plans for the future. They suggested that the Institute should sponsor national conferences on a biennial basis, to meet on occasion outside of New York, with Chicago, Denver, and San Francisco listed as possibilities. They also recommended that the Institute should sponsor smaller specialized conferences on specific topics such as cultural exchange (the arts), business and industry, etc.

7. Future Board of Trustees Meetings

With reference to the time and content of Board meetings, Mr. Houghton advised that the future plan would be to try and cover the business portion of the meeting as expeditiously as possible in order to allow time for discussion of general questions.

After dinner there would be a discussion of a particular area of interest to the Institute, which would provide an opportunity for Board members to probe with some depth into these questions so that the Institute could benefit from their thinking and experience.

The meeting adjourned at 6:00 P. M.

After dinner Mrs. Maurice T. Moore led a discussion on educational needs of Southeast Asia. Mrs. George Hamlin Shaw and Mr. Stanley C. Allyn reported on their recent visits to the Middle East.

Respectfully submitted,

Donald J. Shank
Secretary

Minutes of the Joint Meeting
of the
Executive and Financial Development Committees
of the Board of Trustees

June 16, 1955 12:30 p.m.

The following members of the Executive and Financial Development Committees were present:

Stephen P. Duggan, Jr.
Kenneth Holland
Mrs. Maurice T. Moore
George N. Shuster
George D. Stoddard
Ordway Tead

The following persons were also present:

Donald J. Shank, Executive Vice President and Secretary
Albert G. Sims, Operating Vice President and Assistant Treasurer
Pearl G. Purcell, Executive Assistant to the President & Assistant Secretary
Richard Raymond, Director of Development

Mrs. Moore, Chairman, called the meeting to order at 12:30 p.m.

1. Financial Matters

a) Budget Outlook for the fiscal year 1955-56.

Mr. Sims reviewed briefly the budget for 1954-55, during which year the Ford Foundation contribution had decreased from $425,000 to $315,000. In addition to the decrease in the Ford contribution, salary costs were higher during the past fiscal year. These factors mean that a much greater effort has been necessary during the year to raise the basic budget of IIE. It now appears that receipts and expenditures will approximately balance for the current fiscal year.

The outlook for the fiscal year 1955-56 is one of greater strain since the Ford Foundation contribution will decrease by another $55,000. In addition, there will probably be increased salary costs resulting from the present contract negotiations with the union. In light of these factors a very careful review is now being made of our contractual arrangements and fee structures since it is hoped that part of the anticipated increased salary costs will be compensated for by increased service fees. However, it was pointed out that raising fees from the government at this time presents special problems since during the Congressional hearings on the exchange of persons appropriations special attention had been called to administrative costs and both Congress and the Department of State are now giving special consideration to this matter. In summary, the Institute will be faced with serious problems in meeting its budget in the coming year. The Institute will need to raise approximately $110,000 in new funds to carry on its work at the present level.

b) Report of the Financial Development Committee.

Mr. Duggan reported that in addition to foundations, the main sources of income for the Institute are educational associates, individuals and corporations. Corporations represent agroup to which the Institute's appeals have not been too successful, although contributions have increased from six contributors in 1951, when the campaign was first initiated, to twenty-six contributors at the present time. The Financial Development Committee believes that the corporations are a potential source of income for the Institute and although competition in this field is very keen, greater effort in this direction should bring worthwhile results. In order to increase corporation contributions the Committee suggested that the following be attempted:

1. Not only secure renewals from present contributors, but try to increase these gifts substantially.
2. Through trustees and other interested individuals try to reach and interest selected corporations that are likely prospects.
3. Consider special campaigns within certain industries, such as oil and transportation.
4. Form a small advisory committee of selected business men from among the trustees and others to guide and advise us. This, of course, could be the present Financial Development Committee with some businessmen added, or a sub-committee.

The following approaches to corporations for financial support were also discussed: 1) subscriptions for general administrative support, 2) supplying special programs and services which IIE can perform (i.e. orientation, tours and hospitality to supplement technical training given by corporations, recruiting personnel for overseas, use of central index, etc.) with adequate fees to cover IIE's costs, and 3) administration of scholarship programs in the name of the corporation.

The Executive Committee agreed that a committee of businessmen should be organized, including Board members and others to advise the Institute on its program for business and industry or to enlarge the present Financial Development Committee by adding businessmen. A paper is now being prepared by Mr. Raymond which will outline the services, programs and arguments for administrative support which could be offered by the Institute to business and industry. This statement will be presented to the new committee for criticism and suggestions.

It was also agreed that the Board members should be asked to check a list of forty or fifty corporations indicating whether they know individuals or suggesting how to get in touch with officials of the corporations.

Dr. Shuster also suggested that it would be desirable to contact foreign business organizations in the United States (French and German particularly) since he felt they would be disposed to promote exchanges with their countries.

2. Personnel Clause in State Department Contracts

Mr. Holland reported thata telephone survey of all members of the Executive Committee had approved the signing of the contract with the State Department which required the submission of material on Institute staff members engaged in this work.

3. Report on union negotiations.

Mr. Sims reported that the union had asked for a 20% increase in salaries in the new contract to take effect July 1, 1955. This would cost approximately $135,000 for employees in grades I though VIII. In addition, other fringe benefits requested were overtime pay for professional employees, change in the health plan, etc. The union also asked for 1) a union security clause which would require all employees hired after July 1 to join the union and permit resignation from the union only at the end of the contract, 2) elimination of the no-strike, no-lockout clause, 3) promotion procedures to be subject to arbitration. The Executive Committee indicated opposition to all three of these requests and instructed the administration not to agree to any of these proposals without further discussion with the Executive Committee.

4. Other Matters

Approval was unanimously given on the following:

Extension of employment of Miss Lillie T. Sutherland for one year on a part time basis retroactive to May 10, 1955.

The meeting adjourned at 2:00 p.m.

Respectfully submitted,

Donald J. Shank
Secretary

IIE

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

April 20, 1955

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

The House of Representatives on April 14th approved the request of the House Appropriations Committee which drastically cut the request of the Department of State for appropriations for its exchange of persons program. I thought that you would be interested in having this information.

The Department of State requested 22 million dollars for the exchange program for the next fiscal year which was 6½ million dollars more than the present year's appropriation. This increase was largely to cover expanded exchange activities with the Near East, Far East, South Asia and Africa which were recommended by the Congressional Committees, the Vice President, Dr. Milton Eisenhower, and many other responsible groups and organizations. The House cut the request to 12 million dollars of which 8 million must be used in foreign currency. This would leave only 4 million dollars for dollar programs and the administration of the exchange programs. We have learned that such a reduction would have the following effects:

1. The entire exchange program will be eliminated in 31 countries; for example, Sweden, Peru, Turkey, Hong Kong and all Africa except Egypt.

2. The worldwide Smith-Mundt leader and specialist program was cut from 1,284 grants to 221. This year it is 916. Completely eliminated in 31 countries; for example, Turkey, Paraguay, Australia and all Africa except Egypt.

3. The foreign teacher and foreign student program drastically reduced -- completely eliminated in 12 to 20 countries respectively.

4. Foreign professor program severely reduced and completely eliminated from 14 countries; for example, Indonesia, Spain, Brazil and Iran.

5. American professor program cut to 118 from request of 220.

6. Aid to American schools in Latin America reduced from $250,000 to $128,000.

7. The dollar support to the Fulbright foreign currency programs will be inadequate for effective operation and will stress Americans getting grants instead of foreign nationals.

8. The Smith-Mundt program in Germany will be 96 per cent below present level.

9. Eliminates new Fulbright programs planned for Israel, Formosa and Korea and reduces the Fulbright program in Germany, Australia and Finland.

10. Cuts presently inadequate exchange programs with Far East, Latin America, Africa and Asia even though the President requested a 50 per cent increase for these areas.

11. The cut will represent failure to counter the intensification of Soviet and satellite-sponsored exchange activities (a 100 per cent increase from 1953 to 1954), which has been especially marked in countries regarded as friendly to the United States and in those which are neutralist.

We are advised that the Senate Appropriations Committee is scheduled to meet this week and will probably take up the issue of the educational exchange appropriation on April 27. Some preliminary reports also indicate that it will probably be more difficult than it was a year ago to get full restoration in the Senate. The members of the Senate Appropriations Committee are:

Democrat

Carl Hayden, Arizona (Chairman)
Richard B. Russell, Georgia
Dennis Chavez, New Mexico
Allen J. Ellender, Sr., Louisiana
Lister Hill, Alabama
Harley M. Kilgore, West Virginia
A. Willis Robertson, Virginia
Warren G. Magnusson, Washington
Spessard Holland, Florida
Earle Clements, Kentucky
John Dennis, Mississippi

Republican

Styles Bridges, New Hampshire
Leverett Saltonstall, Massachusetts
Milton R. Young, North Dakota
William F. Knowland, California
Edward J. Thye, Minnesota
Joseph R. McCarthy, Wisconsin
Karl E. Mundt, South Dakota
Henry C. Dworshak, Idaho
Everett M. Dirksen, Illinois
Charles Potter, Michigan

Sincerely yours,

Ken

Kenneth Holland
President

P.S. I am enclosing a statement and final itinerary covering arrangements for the Soviet student editors which program, as you probably know, was cancelled last week.

K.H.

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SOVIET STUDENT EDITOR TOUR
April 20, 1955

The attached itinerary for the tour of the Soviet Student Editors was finalized on April 15th.

On April 17th official word was received from the Department of State that the tour had been cancelled by the Soviet Government.

While the Soviets based their action on an inability to comply with the fingerprinting requirement, we cannot help but feel that the cancellation stemmed from a general reluctance on their part to permit the editors full experience of the freedom, general welfare and technical proficiency of this country.

Following the State Department's announcement on March 10th that the visas would be granted and that the Institute would administer the visit, requests to participate were received from 90 universities and colleges. Several major networks invited the editors to appear on various programs and 12 news services and periodicals asked permission for their representatives to accompany the tour. General inquiries, both written and oral, numbered in the hundreds.

An analytical report of the problems encountered, guidelines for planning future tours of this type and an evaluation of public reaction is being prepared for transmittal to the Departments of State and Justice.

April 15, 1955

SOVIET STUDENT EDITOR TOUR

Itinerary

Tuesday	April 19	A.M.	Arrival. Check in at Barbizon Plaza Hotel
		10:30 A.M.	Briefing and orientation, IIE, 1 E. 67 St.
		11:30 - 12:30	Overseas Press Club
		1:00 P.M.	Luncheon (Hotel Vanderbilt)
		2:15 P.M.	Tour at United Nations
		3:00 P.M.	Empire State Building
		4:00 P.M.	Press conference for U.S. student editors at IIE
		5:00 P.M.	Reception (IIE)
		7:30 P.M.	Dinner with officers of the USNSA (Place to be determined)
Wednesday	April 20	~~8:00~~ 8:45 A.M.	Tour of Journal American newspaper
		~~10:00~~ 10:30	NEW YORK TIMES
		11:00 - 3:30	Hunter College
		4:00 P.M.	Metropolitan Museum of Art
		Evening	Buffet supper (home of Mrs. M.T. Moore, 1000 Park Avenue)
			Radio City Music Hall
Thursday	April 21	9:30 A.M.	New York Public Library
		11:30 - 4:00	Fordham University
		5:00 P.M.	Museum of Modern Art and Whitney Museum
		Evening	Pajama Game
Friday	April 22	10:00 A.M.	Stock Exchange
		11:30 - 4:00	Columbia University
		Evening	Selection of events to be made by editors
Saturday	April 23	8:00 A.M.	Tour of city, housing developments, and shopping area
		3:00 P.M.	Depart New York Eastern Airlines Flight #655
		5:56 P.M.	Arrive Byrd Field (outside Richmond) Pick up three Hertz cars and leave for Williamsburg via highway 60. Arrive Williamsburg and check in at The Sussex, 606 Richmond Road (Proprieter: Mrs. Shelley)
		7:30 P.M.	Dinner at King's Arms Restaurant
		9:00 P.M.	Tour of Colonial Capitol by candlelight
		10:00 P.M.	Observe rehearsals for the Varsity Show and visit the dance given by the Panhellenic Council of William and Mary College
Sunday	April 24	8:00 A.M.	Breakfast at the college cafeteria with student group from William and Mary
		9:00 A.M.	Possibly visit to Wren Building for forum discussion with campus leaders
		10:30 A.M.	Tour of Governor's Palace

		12:00 noon	Press conference (Williamsburg Inn)
		1:00 P.M.	Picnic lunch with members of faculty and their families at the Shelter near Common Glory Theatre.
		2:30 P.M.	Sightseeing or rest period
		6:00 P.M.	Buffet at Williamsburg Inn
		8:00 P.M.	Movies if they wish, or retire to The Sussex
Monday	April 25	8:00 A.M.	Breakfast at College Dining Hall
		9:30 A.M.	Tour of Chespeake Corporation paper mill at West Point
		1:00 P.M.	Luncheon at American Tobacco Company factory at 26th and Cary Streets, Richmond
		1:30 P.M.	Tour through American Tobacco Co. plant
		3:00 P.M.	Tour of newspaper plant of the Richmond Newspapers, Inc.
		6:06 P.M.	Depart Richmond for Tuskegee Eastern Airlines Flight #655 to Montgomery, Alabama, via Charlotte. Pick up EAL #563 at Charlotte.
		10:34 P.M.	Arrive Montgomery, Alabama Pick up three cars and leave for Tuskegee via highway 80 (38 miles) Check in at Tuskegee Institute Guest House, Dorothy Hall
Tuesday	April 26	7:30 A.M.	Breakfast at Dorothy Hall
		8:30 A.M.	Briefing by President Foster in his office
		9:15 A.M.	Tour of campus with emphasis on crafts for rural self-help progrm.
		11:00 A.M.	Press conference. Peabody Room in Dorothy Hall
		12:00 noon	Luncheon at Dorothy Hall with students and /faculty
		1:30 P.M.	Rest period or tour of Carver Foundation and/or Vetinarian School.
		4:30 P.M.	Dinner at Dorothy Hall. Soviet group will not be accompanied by students or faculty at this dinner
		6:30 P.M.	Special vespers service in chapel for performance by Tuskegee choir.
		7:30 - 8:30	General forum discussion with selected students and faculty members (Peabody Room)
Wednesday	April 27	7:30 A.M.	Breakfast at Dorothy Hall
		8:00 A.M.	Depart for Donnely Airport
		9:11 A.M.	Depart Donnely Airport for Albuquerque EAL #570 (luncheon and dinner on plane)
		3:30 P.M.	Arrive St. Louis
		5:10 P.M.	Depart St. Louis
		9:30 P.M.	Arrive Albuquerque. Group will be met by Dr. Sherman Smith and students with university transportation. Eat at Municipal Airport (Fred Harvey's, if they wish)

			Proceed to Desert Sands Motel, 5000 Central Avenue, S.E. Seven doubles and one single have been reserved. There will be a television set in each room.
Thursday	April 28	8:15 A.M.	Breakfast at Desert Sands
		9:00 A.M.	University personnel to pick up group and proceed to University of New Mexico campus to visit library and other installations on campus if they wish.
		10:15 A.M.	Student Union for coffee
		10:30 A.M.	Press conference. 102 Mitchell Hall
		12:00 noon	Rotary Club Meeting. Hilton Hotel
		1:45 P.M.	Return to campus and meet with LOBO editor and staff. (Editor: Robert Lawrence)
		2:45 P.M.	Rest period
		4:00 P.M.	Tea (Building T20) Talk informally with selected student government and faculty members
		6:00 P.M.	Dinner at men's dormitory and return to motel.
		8:00 P.M.	Informal evening at residence of Jane Kluckhohn, 900 Solano Drive, N.E. Guests will include selected members of campus Soviet Study Group, Cosmopolitan Club, Student Publications Board, and student campus officers and faculty
Friday	April 29	6:30 A.M.	Breakfast at Desert Sands Pack and check out of motel
		7:15 A.M.	Pick up by university officials and officials of U.S. Indian Service and proceed to Sante Domingo. This is about 60 miles from Albuquerque on the main highway to Santa Fe. Meet governor of Domingos; inspect the pueblo; will be taken on tour of pueblo by Indian students from University of New Mexico
		1:58 P.M.	Depart for Los Angeles vis Las Vegas TWA #163
		5:10 P.M.	Arrive Los Angeles International Airport Check in at Ambassador Hotel
		6:00 P.M.	Press conference (Ambassador Hotel
		8:00 P.M.	Moulin Rouge
Saturday	April 30	9:00 A.M.	Pick up at Ambassador Hotel and proceed through campus of UCLA, through Beverly Hills and to Warner Brothers studio
		1:00 P.M.	Luncheon (Warner Brothers studio)
		3:00 P.M.	Depart Burbank Airport United Airlines #455
		5:00 P.M.	Arrive San Francisco International Airport Proceed to Saint Francis Hotel

		6:30 P.M.	Dinner at Members Room, San Francisco Museum of Art. Talk by Grace Morley, Director.
Sunday	May 1	7:45 A.M.	Breakfast
		9:00 A.M.	Visit to Dewey Donnell cattle ranch and Sleepy Hollow Dairy in Sonoma County. Lunch and swim at Donnell's ranch.
		Afternoon	Tour of Golden Gate Park, Academy of Sciences, Steinhart Aquarium, Planetarium, etc., De Young Memorial Museum
		Evening	Cinerama
Monday	May 2	8:00 A.M.	Breakfast
		10:00 A.M.	Labor Temple: AFL Labor Conference (Representatives to be designated)
		12:00 - 1:30	World Affairs Council. Luncheon and discussion and explanation of program of this organization
		2:00 P.M.	U.C. Berkeley campus
		6:00 P.M.	Dinner at International House
		7:30 P.M.	Leave for Stanford University in cars
		9:00 P.M.	Arrive Stanford and proceed to Bowman Alumni House
Tuesday	May 3	8:00 A.M.	Breakfast (Alumni House)
		8:30 A.M.	Met by student representatives and taken to Hoover Tower for bird's eye view of campus and short explanation of facilities available at Stanford
		9:00 A.M.	Visit to Hoover Library with special empasis on Russian Collection.
		10:00 A.M.	Visit to Electron Linear Acceleration (open to the public)
		12:00 noon	Luncheon at Union with Executive Committee
		3:15 P.M.	Sports events. Editors may select either baseball game (Sacramento State vs. Stanford Varsity) or spring track practice. This activity would be under the auspices of Bob Mathias, two times Olympic decathalon champion and graduate of Stanford.
		6:00 P.M.	Barbecue. Arranged by non-fraternity student groups
		8:00 P.M.	Possibly a seminar on how the University helps business
Wednesday	May 4	Morning	Departure for San Francisco to board Vista Dome, California Zephyr, for Chicago
		9:30 A.M.	Depart San Francisco
Thursday	May 5		En route

Friday	May 6	1:30 P.M.	Arrive Chicago
		2:30 P.M.	Press conference
		4:55 P.M.	Depart Chicago for East Lansing, Michigan, Capitol Airlines #438
		6:28 P.M.	Arrive East Lansing Taken by limouisine to college center and check in at Kellogg Continuation Center
Saturday	May 7	Morning	Visit to one or two outstanding farms in immediate area under supervision of President Hanna
		Afternoon	Michigan State College campus
		Evening	Attend International Ball
Sunday	May 8	Morning	Drive to University of Michigan, Ann Arbor Possibly check in for residence at one of the cooperatives
		2:30 P.M.	Attend concert of Philadelphia Symphony Orchestra at which Prokofiev concerto will be performed and the Community Choral Union will participate in a performance of Carmina Burana
Monday	May 9		University of Michigan campus
Tuesday	May 10		Visit to Detroit area, including Willow Run and Solidarity House (UAW-CIO). Latter will present educational research and business operations of Union activities
		Afternoon	Arrive back in Chicago Check in at International House, University of Chicago
Wednesday	May 11	Morning	University of Chicago campus, under auspices of Dean Strozier. Will see Institute of Nuclear Physics
		Afternoon	Attend Student Government Association meeting
		Evening	Attend party given by Etta Moten, the origin Bess of "Porgy and Bess" and her husband, Claude Barnett, who is head of the Associated Negro Press of America
Thursday	May 12		Shopping and visit to Sears, Roebuck & Co., (Harlem Street store and distribution center), Marshall Field, Museum of Science and Industry, Johnson Publications, Art Museum, other points of interest. Editors will make their selection from the above.
		Late Afternoon	Press conference under auspices of Dean Olson, head of Northwestern University School of Journalism.

Friday	May 13	Morning	University of Chicago campus and possibly other points of interest in the greater Chicago area, including housing.
		Afternoon	Student government dinner and reception
		11:45 P.M.	Board midnight train for Elyria, Ohio
Saturday	May 14	7:00 A.M.	Arrive Elyria Depart for Oberlin Check in at the Oberlin Inn Youth Conference of student government leaders and youth leaders (non-student) to be arranged.
		4:00 P.M.	Track meet
Sunday	May 15	10:30 A.M.	Depart Oberlin for Cleveland
		12:15 P.M.	Depart Cleveland for Washington, D.C. via Capitol Airlines #412
		1:53 P.M.	Arrive Washington, D.C.
Monday	May 16		Program will include press conference, reception at Soviet Embassy and visit to Howard University and government institutions and possibly attendance at press conferences of the President and Secretary of State
Tuesday	May 17		
Wednesday	May 18		
Thursday	May 19		Depart U.S.A.

* * *

IIE Personnel in Charge

Arrival in USA through departure for Richmond:
Dr. George H. Bennett, Deputy Director
Department of Special Programs
Institute of International Education
1 East 67th Street, New York City

Departure for Richmond until departure from Richmond for Tuskegee:
Mr. James D. Kline, Regional Director
Institute of International Education
1530 P Street, N.W., Washington, D.C.

Departure from Richmond until arrival in St. Louis:
Mr. Thomas J. Cogan, Conference Coordinator
Institute of International Education
1 East 67th Street, New York City

Departure from St. Louis through Albuquerque
and through arrival in Los Angeles:
Dr. Gerhardt Mundinger, Asst. Director
Institute of International Education
1605 Pennsylvania Street
Denver 5, Colorado

Arrival in Los Angeles until departure
for San Francisco:
Mr. Jason Joy, Regional Director
Institute of International Education
606 South Hobart Boulevard
Los Angeles, California

En route from Los Angeles to San Francisco:
Dr. Gerhardt Mundinger
(as above)

Arrival in San Francisco until departure
for Chicago:
Mrs. Harriet J. Eliel, Regional Director
Institute of International Education
421 Powell Street
San Francisco, California

En route from San Francisco to Denver:
Dr. Gerhardt Mundinger
(as above)

Departure from Denver to Lansing via Chicago
and through Ann Arbor:
Mr. William Zimmerman, Associate
Institute of International Education
116 South Michigan Avenue
Chicago, Illinois

Chicago:
Mrs. Louise Wright, Regional Director
Institute of International Education
116 South Michigan Avenue
Chicago, Illinois

Departure from Chicago for Oberlin and en
route to Washington, D.C.
Mr. Leonard Pinsky, Program Specialist
Institute of International Education
116 South Michigan Avenue
Chicago, Illinois

Washington, D.C.:
Mr. James D. Kline, Regional Director
Institute of International Education
1530 P Street
Washington, D.C.

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April 15, 1955

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

In accordance with the regular schedule, the next meeting of the Board of Trustees is to be held Monday, May 9th. The business session will begin at 4:30; dinner at 6:30, to be followed by a speaker on an international topic of mutual interest. Documentation will be sent to you in advance of the meeting, at which time we will also advise you who the speaker will be.

Enclosed is a copy of a "Progress Report on Grant for General Operation of the Institute of International Education, December 31, 1954" prepared for submission to the Ford Foundation. This same report with minor revisions was sent to the other major foundations supporting the Institute. In reviewing this report at its meeting on March 17, the Executive Committee felt that it presented so well the progress and prospects of the Institute that all members of the Board should receive it.

I look forward to seeing you on May 9th.

Sincerely yours,

Kenneth Holland
President

Enclosures

CONFIDENTIAL

PROGRESS REPORT ON GRANT FOR GENERAL OPERATION OF THE INSTITUTE OF INTERNATIONAL EDUCATION DECEMBER 31, 1954

The Institute of International Education submits herewith a progress report on activities and developments through 1954.

Mr. Gaither in his letter of March 31, 1953 advised the Institute of a four-year appropriation on a declining scale and indicated that the Foundation would be interested in evidence that "the Institute is continuing the work well started during the past two years of improving the quality of its services and expanding its field operations and that the Institute is developing additional new sources of income to insure continuance of its operation at the current level."

1954-55 is a crucial year for the Institute in achieving the stability envisioned in Mr. Gaither's letter. The appropriation from the Ford Foundation for the private core program in 1954-55 is $110,000 less than in the previous year. Securing the necessary new funds to cover the reduction of income from the Ford Foundation is a major challenge.

The staff and Board are making determined efforts to reach the current goal, but this has necessarily diverted a very substantial percentage of the time of the officers and the directors of the regional offices from program planning and operations to fund raising. Although the Institute has added staff members devoting full time to development work, most of the contact load must necessarily be carried by the three officers and five regional directors. When the 1954-55 budget was established and goals were assigned to the regional offices, the directors were asked to estimate realistically the time required to reach these figures. The results were:

Office	Goal	Estimated Proportion of Director's Time
Chicago	$15,000	1/2
Denver	10,000	2/3
San Francisco	15,000	3/4
Houston	10,000	1/2
Los Angeles	14,500	All

The president has had to give at least one-half of his time to cultivation of new prospects and continued contacts with present donors. These figures, of course, do not include the time of other staff members who backstop the officers and directors.

The problem is serious. If financial campaigns demand too much of the time and efforts of the administration of the Institute, the program may be adversely affected. Future financial support may, in the long run, be made more difficult.

In the past six months the Board of Trustees and officers of the Institute have devoted much time to consideration of the possible financial support of the Institute during the next two fiscal years and particularly to the situation in 1957-58 when the present appropriation of the Ford Foundation is exhausted.

Early in 1953 the Institute submitted to the various foundations which were then supporting its work a series of annual estimates of income from various sources which might possibly be secured to maintain the private core program of the Institute at approximately $750,000 a year. These estimates are being constantly reconsidered and a revised projection for 1955-56 and 1956-57 appears in Section IV of this report.

With the decline in Ford support for the core budget which begins this year, it will be noted that the Institute looks chiefly to corporations and individuals to make up the difference required for the core program through 1956-57. Both these sources of support demand long and intensive cultivation. The Institute should be better able to estimate its potential income for the core program from corporations and individuals for the next two years and thereafter by the end of the current fiscal year, at which time a more realistic assessment of the present campaigns can be made.

From present evidence it appears that the Institute will continue to need in the foreseeable future substantial support from many foundations including Ford. If the activities of the Institute are to be continued at approximately their present level and if the campaign for diversified financial support from non-foundation sources should be most successful, the Institute now believes that it will need to secure approximately $575,000 a year from foundations for the next ten years.

Support at this level is required if the character of the organization is to be maintained. Substantial reductions in funds available for the core programs would mean that much of the policy formation and coordination functions of the Institute would have to be abandoned. The information services could not be maintained at an effective level. Community development and guidance to educational institutions by the field offices would be curtailed or eliminated. The Institute would need to become almost exclusively a service agent for government or other sponsors. It would lose its distinctive character as a clearing house for the whole field of exchange of persons.

The trustees and officers of the Institute believe, therefore, that it is imperative that conversations regarding the support of the Institute for the year 1957-58 and thereafter be initiated with each major foundation at an early date. Cooperative long-range planning will ensure stability for the vital clearing house and policy-forming role of the organization.

The report for the year 1954 covers briefly the following matters:

I. Policy and program planning.

II. Strengthening the administration of the Institute.

III. Clearing house and coordination role of the Institute.

IV. Diversification of financial support.

Since the staff of the Institute has regularly been in touch with staff members of the Foundation, the progress report will not review in detail many of the internal administrative developments of IIE.

I. POLICY AND PROGRAM PLANNING

In addition to its well known activities in administering programs and supplying information on international study (summarized in Section II), the Institute in 1954 has devoted more attention than in previous years to creative planning and policy development. This phase of the Institute's work is centered in the following:

1. The Committee on Educational Interchange Policy

The establishment of such a committee, it will be recalled, was the the first recommendation of the Tyler survey on the future role of the Institute. The committee of nine members, under the chairmanship of Charles Odegaard, is composed of outstanding university administrators, a scientist, an historian, a social scientist, a journalist and a business man. It is a self-perpetuating body established by the Board of the Institute, which supplies the secretariat. In 1954 the committee held three meetings of two days each.

The committee has completed its first policy statement, "The Goals of Student Exchange: An Analysis of Goals of Programs for Foreign Students." This brief statement (Appendix A) will be issued in February 1955. It will be distributed widely to educational institutions, public and private agencies active in exchange programs, foundations and individuals and community sponsors. The material will be offered for possible reprinting or quoting to various periodicals. One member of the committee has agreed to prepare an article based on the statement for use in a popular journal.

To answer Congressional critics and to contribute to a sound basis for future public exchange programs, the committee is completing an analysis of the factors which influence geographic and institutional distribution of student exchanges, both in the United States and in foreign countries. This problem, which has troubled administrators of national scholarship programs for many years, came to the fore when the Senate Appropriations Committee indicated that future governmental support of student exchanges might depend upon wider geographic distribution of American students going abroad under

the Fulbright and other government programs, as well as wider institutional distribution throughout the U. S. of foreign students. The Committee on Educational Interchange Policy has studied the voluminous statistical analysis made by the Institute on this subject. It plans to issue early in 1955 a statement pointing out the importance of considering the goals of individual participants and sponsors, the limitations which the existing educational pattern of the United States imposes, and suggesting possible constructive approaches to this question.

After informal discussions with governmental officials, the committee has undertaken certain preliminary studies dealing with the movement of individuals and groups between the United States and Russia and her satellites. It is considering issuing a policy statement to clarify for public and private groups the questions involved in such exchanges.

The committee has requested its secretariat to draw up a preliminary research project, to be carried out by an appropriate organization, to study the present structure of selection committees throughout the world and to experiment with possible improvements in this vital step in the exchange process.

2. Staff Planning

The pressures attendant to the quintupling in size of the Institute's administrative activities in the past ten years made it difficult for the staff to do the kind of creative planning necessary for quality programs. The mushrooming of U. S. Government programs in the post-war years to a degree had to be mass operations. Now that the Institute's responsibilities for administering programs have leveled off on a high plateau, serious attention can be given to critical review and to planning.

Although no professional planning staff has been established, the Policy Planning Committee, made up of the officers and directors, meets weekly to consider important matters related to the whole field of exchange of persons. The secretariat of the Committee on Educational Interchange Policy also serves as secretariat for this staff group.

From these discussions have come such new projects as the privately financed program for young diplomats from Southeast Asia (see Appendix B) and the National Conference on Exchange of Persons. Both these undertakings represent new and significant developments in the Institute's work.

In addition, this staff committee during the year has considered the possible responsibilities of the Institute in working with colleges eager to have more undergraduate foreign students; the relation of the Institute to other national organizations; the establishment of an orientation center for Asian students in Hawaii; geographic and institutional distribution of foreign and U. S. students in exchange programs, et cetera.

At present, the staff planning committee is studying a proposal for a cooperative experiment in improving foreign student programs on selected

American college and university campuses. A proposal for an experiment through which the Institute might assist selected colleges in improving their total procedures in admitting foreign students is also being considered. Projects such as these can extend the Institute's influence far beyond its function of administering exchange programs.

II. STRENGTHENING THE ADMINISTRATION OF THE INSTITUTE

1. Activities in IIE's Basic Programs, through the New York and Regional Offices

a. Foreign Student Program

During the academic year 1954-55 the Institute is supervising a total of 2,812 foreign students both newly arrived and extensions. Placement for most of these students was arranged by the Institute. 1,474 of the newly arrived students are in the United States under the Fulbright travel grant program and of these 357 also hold U. S. Government grants. In addition 127 individuals received grants from government funds in non-Fulbright countries. The number of students staying for a second year or third year has increased since the Institute in 1954, in cooperation with colleges and universities and the Department of State, liberalized the procedure for the extension of study in the U. S. of qualified students.

More than 400 government-financed students attended orientation centers on university campuses or lived with families under the plan arranged by the Experiment in International Living during the summer of 1954.

Each year the Institute surveys educational organizations and cooperating groups, both national and local, to solicit scholarship assistance for candidates to be presented by IIE. For example, for the 346 foreign students who have travel grants and/or partial U. S. Government support, the Institute in 1954-55 secured the following financial support:

Colleges and universities (Including scholarships, assistantships and work opportunities)	$337,810.55
Campus Organizations	57,808.70
National Groups	15,750.50
Local Community Groups	25,930.18
Private foundation grants -- Institute-administered	14,882.02
Other	2,200.00
Total	$ 454,381.95

For 237 new students, who have no financial support whatsoever from the U. S. Government, assistance from the same general sources totalling $364,500 was arranged by the Institute.

Evidence now available indicates that the Institute's total foreign student program for 1955-56 will continue at approximately the present level with some reshuffling among geographic areas of U. S. Government support. Sharp cuts in the allotment of U. S. Government funds for the European area will certainly reduce the numbers of advanced graduate students from there. This has distressed selection committees in Europe and brought urgent requests to the Institute to do everything possible to make up the difference through increasing the numbers of completely private placements.

b. U. S. Student Program

In 1954-55 a total of 1,094 U. S. students are in foreign countries for full-year programs in which the Institute plays an important role. In addition, several hundred candidates were screened for special summer sessions in Europe.

In 1954 the Institute received 4,164 applications for the Fulbright competition. Of these 2,933 came from Fulbright committees established by the Institute in 407 colleges and universities throughout the country; the balance represented individuals who are no longer enrolled students. In 1954 an increase of applications was noted for Germany and Italy with a decline in the competition for the Asian countries. The decline is perhaps due in part to the fellowship program of the Ford Foundation which is somewhat more generous financially and which gives the fellow greater freedom of action.

c. Leaders and Specialists

In 1954 the Institute's Special Programs Department was active in some thirty-six major projects involving about 160 individuals, both foreign and U. S. These individuals, in a wide variety of fields, are sponsored in countries other than their own on specific assignments to observe, teach or take special training programs. The projects varied from the planning and arrangement for the first debating tour to U. S. universities of an Indian universities team to such complex negotiations as working out and implementing the second year of the Indonesian English Teaching Project with the Government of Indonesia and the Ford Foundation.

In 1953-54 the Special Programs Department was responsible for program expenditure of almost a million dollars on these various projects, of which $775,000 was for various overseas activities of the Ford Foundation. The Institute's relationship with the Foundation on these programs continues to be a stimulating part of Special Programs' work.

During 1954 field and hospitality programs were arranged for 2,036 foreign leaders and specialists by the regional offices of the Institute.

Most of these individuals were sponsored either by the Institute or the State Department through the Government Affairs Institute, National Social Welfare Assembly, American Council on Education or the Labor Department. In 1954 the Department of State entered into a contract with IIE to pay a part of the cost for these services. The Institute has made it clear to the government that it cannot continue to perform such work in the future unless it is adequately reimbursed. The State Department appears to understand this situation. Although the Institute has no contractual responsibility for assisting FOA, more than 200 specialists sponsored by that organization were aided by the regional offices in order to help local groups with whom IIE wished to cooperate. The Chicago and Los Angeles offices carried the heaviest load in this total activity, although San Francisco through its Hospitality Center received a large number.

The four regional offices, Chicago, Denver, San Francisco and Houston, were asked to record the approximate cash value of the services provided to these visitors in each office by the volunteers (exclusive of their own time). In July 1954 the meals, housing, tickets, parties, trips, etc. supplied were estimated to cost conservatively $1,715; in August the services were reported to be $1,397. The load in summer months is traditionally light. If the monthly expenditures by volunteers is averaged at $1,800, this represents a direct annual contribution of $21,600 to the program. If the value of the thousands of hours of time given by the volunteers who consult with the visitors was added, the figure would probably be doubled.

d. Information Services

In addition to its assistance to individuals related directly to the Institute, IIE in 1954 received approximately 100,000 individual inquiries on problems related to overseas study. These questions from individuals, institutions and organizations in all parts of the U. S. and the world must be answered to a considerable extent with form materials, although many require personal replies. Since the Institute believes that exchange programs should be of high quality, much of the counseling and information activity necessarily involves discouraging individuals who see the programs as a cheap means of foreign travel. Particular attention was given to the improvement of the printed form materials issued by IIE to answer general inquiries (see Section III for more specific information on clearing house activities).

2. Management Developments and Personnel Changes

During 1954 several major steps were taken to strengthen the management of the Institute's operations: (See Appendix C for chart of administrative organization)

a. The Department of Development and Information was divided into two departments to enable the Director of Development to devote full attention to

the diversified fund raising campaign of the organization. The Information service which includes publicity, publications, index, alumni relations, etc. now has the full-time attention of a director.

A conference coordinator was provided in the Information Department to assist in the planning of the Institute's expanded program of conferences and meetings related to its function as a stimulating and clearing house organization.

b. A system of activities budgeting was installed to yield for the Institute more accurate appraisal of its proposed expenditures by program functions.

c. As a result of this budgeting procedure, action was taken to revise the fees charged by the Institute for services to certain organizations. Revision and simplification of the Institute's fee structure with the Department of State have been accomplished.

d. In follow-through of budget planning and in integration of the regional offices in the total IIE picture, procedures have been established for full reporting of regional office expenditures in connection with reimbursable project and program services.

e. The Institute successfully negotiated a first agreement with the union, recognized as the bargaining agent for its employees through Grade VIII. The resulting agreement involved salary adjustments upward which were recognized as desirable, especially at the junior professional level. These adjustments have enabled IIE to increase the number of men on its staff, which has traditionally been composed largely of women.

f. Organizational changes were undertaken in the Foreign Student Department to make for better integration of headquarters-regional offices in the provision of student services. The changes have made it possible for the Institute to work more closely with a larger number of educational institutions and students in the nineteen important states in the East not serviced by regional offices.

g. The effectiveness of student services has also improved by changes in interview and interview reporting procedures devised and installed during the year.

h. An intensive analysis and consolidation of the files of the Institute, accumulated without central control over thirty-five years, now nears completion.

i. An old backlog of accounts receivable from government concerning which there had been question as to collectibility was successfully closed out during the year. These accounts, carried on the Institute's books for several years as receivables, involved approximately $177,000, chiefly program funds.

j. Standard procedures on travel authorization and purchasing have been installed and proved effective.

III. CLEARING HOUSE AND COORDINATION ROLE OF THE INSTITUTE

The Tyler survey re-emphasized the Institute's responsibility to serve as a coordinating body and a clearing house for information and assistance in all aspects of exchange programs. This function necessarily commits the Institute to a program much deeper and broader than the administration of various exchange programs. It means that the Institute must be prepared to reach out and find ways to cooperate with organizations and institutions that may not be directly concerned with IIE-related international visitors.

The Institute probably cannot claim for itself any large distinctive "constituency" in the sense that individuals, institutions and organizations see it as their primary interest. International exchange is rightly considered as a technique -- a means rather than an end, which individuals or groups can use to achieve certain objectives. The numbers and diversity of the groups to which IIE must relate itself complicate the task of developing an effective clearing house or coordinating mechanism.

During 1954, however, a conscious program was initiated to explore and cultivate relationships with large segments of this important "constituency." This process has demanded much time and considerable money because of the numbers and geographic spread of institutions and agencies concerned. The officers and senior administrative staff have necessarily carried the heavy load. In this effort the regional offices of the Institute have also played important parts in their work with numerous educational institutions, community organizations and other groups throughout the country.

A few of the more significant developments during the year are:

1. Visits to Colleges, Universities and Training Centers in the U. S. -- In 1954 the professional staff of the Institute visited more than three hundred institutions in all parts of the United States and Hawaii. These field trips, although frequently concerned with the Institute's own program responsibilities necessarily involved consultation and assistance on the total international educational exchange programs of the colleges and universities. In this way the Institute reaches and assists large numbers of both institutions and students who are not directly related to IIE-operated programs. Administrative officers of educational institutions testify strongly to the value of such visits.

2. Visits with Foreign Selection Committees -- An officer of the Institute visited selection committees, universities and foreign governmental officers related to IIE's program in New Zealand, Australia, Southeast Asia and the Middle East in countries where the Institute had had no previous direct personal relationship. Other staff members visited committees and institutions in Europe and Latin America either on special grants from foreign governments or on special leave arrangements of IIE. In addition, the Institute has received in New York a steady flow of visitors, including selection committee members, cultural attaches and foreign educators. This personal contact facilitates work which for the greater part must be carried on by correspondence.

3. Relations with the National Association of Foreign Student Advisers and the Committee on Friendly Relations Among Foreign Students -- Direct liaison between the officers of NAFSA, CFR and IIE has been established on a continuing basis. This involves clearance on publications, meetings, community activities, etc. The field staff of the Institute and the regional representatives of NAFSA jointly sponsor state and regional meetings which have attracted hundreds of college and university representatives in all sections of the country. (see Appendix D)

4. Relations with American Council on Education -- In 1927 the Boards of the Institute and the American Council on Education drew up a jurisdictional agreement which was initialled by the Carnegie Corporation and the Laura Spelman Rockefeller Fund. This statement indicated that the American Council on Education would concentrate its attention on domestic educational affairs and the "major activities of international education" would be centered in the Institute. In the rapid expansion of international educational activities, particularly in the exchange of persons in the past decade, the American Council has increasingly undertaken work in this field. Through cooperative planning, a review committee made up of two Board members and the president of each organization has been set up to clarify respective roles and to eliminate any possible duplication or potential conflict.

5. Relationships with the Social Science Research Council -- The Institute, which played a major part in stimulating basic research on cross-cultural education through the Social Science Research Council, has followed this work closely. Although IIE's own research department, directed by Cora DuBois, was closed in June 1954, Dr. DuBois continues to advise the Institute. During the past year the Institute has given particular attention to promoting widely in its publications and through state, regional and national conferences the findings of the SSRC's Committee on Cross-Cultural Educational Research, as well as other evaluation studies. The Institute's News Bulletin, in particular, has regularly reported to thousands of readers the results of such studies.

6. Cooperative Relations with Major National Organizations Interested in International Education -- The Institute last year initiated a series of monthly luncheon meetings of the executives of the Council on Foreign Relations, Foreign Policy Association, Carnegie Endowment for International Peace, Committee on Friendly Relations Among Foreign Students and the National Association of Foreign Student Advisers. These sessions provide an informal clearing house for plans and problems of all organizations.

In planning the National Conference on Exchange of Persons to be held in February 1955, the Institute invited a large number of national organizations concerned with international education to join it as participating organizations. (see Appendix E). Some fifty organizations accepted and sent representatives to the planning sessions for the National Conference. These organizations have already suggested that the representatives continue to meet following the conference to consider how most effectively they can work together in achieving the recommendations which may come out of the sessions. The Institute believes that this may be a promising mechanism for future cooperative action.

7. Coordination at the Community Level -- In enlisting the support of local community groups in exchange of persons programs, the Institute particularly through its regional offices and its New York Area Committee has developed an active program in the cities in which the Institute operates. In addition, however, the regional offices have initiated or assisted in the development of coordinated community programs for foreign visitors in seventy-two communities throughout the country. (see Appendix F). These community groups assist both the foreign students in nearby educational institutions and the leaders sponsored by the Department of State, the Institute and other public and private organizations.

8. Handbook on International Study -- The Institute believes that a major contribution to its clearing house and informational services will be the publication in February 1955 of the three-hundred page Handbook on International Study which will include most of the basic information regarding international study. In the preparation of this volume, the Institute has had active cooperation of an advisory committee (see Appendix G) from major public and private organizations and institutions in the field. Representatives of foreign and the U. S. governments have also helped. The Institute believes the Handbook will be a basic guide to all individuals and institutions concerned with foreign study.

9. Central Index of Educational Exchanges -- During 1954 the Institute compiled most of the data on its register of persons who participated in educational exchange programs between the U. S. and other countries. Although the Institute has not yet solved all of the complex problems on using this data, and has not been able to secure much information on U. S. Government grantees, it appears that the roster has already been of value to agencies involved in exchange work. For example, the Index has already supplied to Professor T. W. Schultz, for his study of technical assistance programs in the American states, a breakdown of all Latin American students in the U. S. from 1940 to 1954. For the Ford Foundation, data on 359 U. S. professors who had worked in certain countries of Southeastern Asia, were supplied. Engineering graduates from France were identified for possible employment by SIMCA.

IV. DIVERSIFICATION OF FINANCIAL SUPPORT

In April 1953 the Institute submitted to the Ford Foundation and to the other major foundations which had supported its administrative budget a four-year prediction of the anticipated income required to maintain the private core program of the organization. These estimates were based on the assumption that there would be a continuing need in the future for the clearing house responsibilities of IIE and for its selection and placement services to colleges and universities, community groups and certain private agencies for which administrative fees should not be charged. It was estimated that approximately $750,000 a year would be the minimum required for this program. Through certain internal economies, the core estimate for 1954-55 and the following years has been reduced to about $725,000 annually.

The following chart summarizes the budget and the actual income for private core programs for the year 1953-54; and the budget for the present year 1954-55. In order to give the total picture for these two fiscal years, the income from program fees, including governmental contracts, has been added. Revised predictions of income for the private core program for 1955-56 and 1956-57 have been included.

ADMINISTRATIVE INCOME SUMMARY

	1953-54 Budget	1953-54 Actual	1954-55 Budget	1955-56 Estimated	1956-57 Estimated
Private Core Program					
Foundations:					
Ford	$ 425,000	$ 425,000	$ 315,000	$260,000	$250,000
Others	235,000	253,751	259,750	305,000	305,000
Corporations	18,000	13,978	36,650	45,000	50,000
Colleges & Universities	20,000	25,025	24,500	25,000	26,000
Individuals	15,000	8,890	69,279	70,000	75,000
Regional Offices (1)	14,000	-	-	-	-
Miscellaneous (Publications, interest, etc.)	23,000	39,782	16,000	20,000	20,000
	$750,000	$766,426	$721,179	$725,000	$726,000
Program Fees					
U. S. Government	432,375	535,911	446,381		
Ford-related	48,390	46,289	86,889	Predictions on Program Fees cannot be made due to the uncertainty of Congressional actions.	
Others	34,520	28,459	61,480		
Central Index (Ford)(2)	81,695	64,231	56,793		
Service Fees (Insurance)	9,500	13,106	13,000		
	$ 606,480	$ 687,996	$ 664,543		
	$1,356,480	$1,454,422	$1,385,722		

(1) The Institute now classifies income from the regional offices in each of the above categories rather than reporting it separately.

(2) The development of the Central Index has been listed as a Program Fee, rather than part of the Private Core, since it involved unusually large expenditures during the organization stage.

The Institute believes that it has made real progress toward diversification of its financial support. In less than ten years the Institute has moved from the position where its total administrative budget was dependent upon a grant from one foundation and a contract with the Department of State, to the position where (1) thirty foundations (see Appendix H), (2) numerous educational institutions, (3) corporations and (4) individuals share in the support of the private programs and services of the organization.

It is difficult to predict precisely the potential income from these four sources. Appeals to corporations and individuals, for example, may result in a grant from a specialized foundation. The breakdown among the four sources (other than colleges and universities) is, therefore, rough. In the present year it is doubtful that the Institute will reach the goals for corporate and individual gifts, but will probably exceed the estimates from foundations, other than Ford, and from miscellaneous income.

The status and the plans of IIE in 1954-55 with respect to each of these categories of contributors will be reviewed briefly.

1. Foundations

As already pointed out, the Institute in the last few years has increased both the number of contributing foundations and the total amount it receives from this source.

Foundation Gifts Toward Core Program

	Actual 1951-52	Actual 1952-53	Actual 1953-54	Estimated 1954-55
Ford Foundation	$350,000 (1)	$410,000 (2)	$425,000	$315,000
Other Foundations	231,723	207,227	253,751	259,750
	$578,032	$594,725	$678,751	$574,750

The Institute has carefully studied all major foundations and their various fields of interest or concentration to determine if the Institute's activities might possibly be relevant. On the basis of these surveys, it is doubtful that for the core program IIE can safely look forward in the years ahead to any substantial increase in the contribution from new foundations.

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(1) The balance of $3,691 was transferred, on the basis of the Foundation's letter of approval of April 24, 1953, to assist in closing out the work of the Institute's research department in 1953-54.

(2) Of the unexpended balance of $21,465, the Foundation on April 24, 1953 approved the use of $2,309 for the same purposes. The remaining balance of $19,156 is being returned to the Foundation.

In seeking diversification of foundation support the Institute has necessarily concentrated on smaller foundations throughout the country. This involves relatively a much larger amount of staff work per dollar raised, since considerable research and cultivation are required before appeals can be specifically tailored to the interests of each foundation.

It must be emphasized also that the Institute is constantly faced with the difficult problem of convincing foundations that it is necessary to support the continuing administrative costs of the planning, coordinating and clearing house functions and private program activities of IIE. This is not glamorous giving. As one foundation trustee, who is also an administrative officer of an eleemosynary organization, recently put it, "I can get more stained glass windows than I know what to do with, but I find it very hard to raise money for the furnace and coal."

2. Corporations

The budget for 1954-55 estimates income of $36,650 from corporations. In 1953-54 the income from this source was about $14,000. With great effort on the part of the staff and trustees it may reach $25,000 in 1954-55. The competition among non-profit organizations for corporation support grows more difficult each day.

In seeking corporation support the Financial Development Committee of IIE has decided to concentrate on a smaller number of industries and businesses that have been approached by a general mail campaign in past years. This approach also demands much greater staff and Board effort in studying individual corporations, designing appeals and cultivation.

The Financial Development Committee is working on an increase in the level of corporate giving from the $500 to $1,000 level established several years ago. This involves extended consultation with the corporations which have already enrolled.

The Institute is also designing organizational appeals to national labor organizations similar to those used with corporations.

3. Colleges and Universities

The Institute has been gratified that the subscriptions of colleges and universities as educational associates have shown a slow but gradual increase in a period of considerable financial distress for educational institutions. It is expected that these contributions will total $24,500 from about 180 institutions in 1954-55. The Institute recognizes that there is a definite limit to the income from this source since IIE's placement of foreign students is necessarily limited on a qualitative basis to a restricted number of institutions.

Additional emphasis is being given, however, in all IIE publicity, to the organization's role and services in programs for American students such as Fulbright, Buenos Aires Convention, etc., in order to broaden the list of

colleges which IIE might in the future logically ask to subscribe.

4. Individuals

In late 1954 the Institute for the first time initiated a broad campaign of recruitment of Individual Associates. The goal for 1954-55 is about $70,000, but it is doubtful that this sum can be reached in the current fiscal year. This estimate includes most of the funds that the Institute expects to be raised through the regional offices, such as the $15,000 quota of the Los Angeles office. The campaign involves the following appeals:

a. Alumni -- Requests for subscriptions as Individual Associates at $25 or $100 per year have been sent to all U. S. alumni who completed a foreign experience through 1952-53.

b. Other Individuals -- Invitations to subscribe $100 or more have been addressed to individuals named by trustees and advisory committee members as well as to key individuals associated in some way with exchange of persons programs.

c. Fund-raising Benefits -- In this account also will be reported income from such affairs as the $50 per plate dinner scheduled for Houston in January. The Executive Committee, however, has recently questioned whether such benefits are the most effective way of building long-range support.

As of December 31, 1954, 186 individuals had paid $12,780 as Associates and 111 other contributions totalling $1,148 had been received. The Institute feels some encouragement in the response to its appeal to individuals but is convinced that this is a long, slow process which requires much time and attention from the staff.

5. Bequests

In 1954 the Institute received its first bequest of free funds from the estate of a trustee. This gift of $30,000 has been designated by the Board as the beginning of an endowment fund for the Institute. In addition, the Institute received in 1954 a new estate of $134,460 designated for scholarships.

The Development staff in cooperation with the Financial Development Committee is preparing a bequest folder for lawyers and trust officers pointing out the Institute's potential role as a recipient of funds for: (a) endowment and (b) endowed fellowships.

6. Reserve Funds

The Board has considered what resources an organization with the manifold responsibilities and of the size of the Institute should carry from year to year as a safe operating margin over and above funds invested in real estate. It is hoped that it might be possible in the next few years to establish a reserve of this character equal to at least one-half of the annual administrative budget. Informal discussions with major foundations during the past year have confirmed the desirability of such an objective to insure the stability of the organization.

CONCLUSION

Although the Institute is proud of its success in improving the quality of its work and in recruiting wide financial support, certain realistic limitations must be emphasized:

1. The Institute can never support itself through fees, since the educational institutions, organizations, community groups and individuals which it serves can in most cases not be asked to carry the administrative costs of the organization.

2. On the basis of consultations with major public relations and fund-raising organizations, it is clear that the Institute will need to base its campaign on appeals for substantial contributions from a limited number of donors rather than for small gifts from a large number of donors.

3. The Institute's appeal to educational institutions, corporations, community groups and individuals is complicated by the fact that these potential donors for administrative support are already making substantial contributions in cash or in kind for program expenses.

4. The Institute's financial appeal through regional offices is made difficult by the fact that when these offices were established, with the full cost underwritten by the Ford Foundation, they were not expected to raise substantial parts of their budgets. The staff and advisory committees of the regional offices were not selected for their fund-raising ability. As indicated in the introduction to this report, the directors are now giving very substantial percentages of their time to fund raising with varying degrees of success.

5. The Institute's regional offices are faced with certain jurisdictional problems in planning fund-raising campaigns. In important centers they may be competing with other organizations in the international field such as the local World Affairs Councils, Councils on Foreign Relations, the Committee on Friendly Relations, etc. These organizations, also assisted by the Ford Foundation, are turning to the identical sources to which IIE must appeal.

Recognizing these problems, the trustees and officers of the Institute are determined to continue their efforts to secure the boradest possible diversification of financial support. The administration recognizes that the Institute will be stronger if it draws its support from many foundations, institutions, corporations, individuals and government.

The trustees and officers believe that the Institute will need always to draw the major share of the support for its private core programs from philanthropic foundations. As foundation officers, who recognize the role of IIE as a clearing house and facilitating and coordinating body have repeatedly said, "If there were no Institute of International Education, one would need to be created by foundations."

In building the continuing support of the Institute, the trustees and officers confidently look to the cooperation of the Ford Foundation, which has done much to make possible the improvements and expansion of the past four years.

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INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

March 30, 1955

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Recently Mr. Sims in my absence sent you a letter summarizing what we were doing in connection with the prospective tour of Soviet editors. Many members of the Board expressed appreciation for this information and asked that we post them on subsequent developments from time to time.

Accordingly, I am enclosing for your information a memorandum which is also being sent to the regional offices containing information on the current status of the project. I am also enclosing a photostatic copy of a letter sent to the Chairman of the Board, Mr. Arthur A. Houghton, Jr., by the Secretary of State, John Foster Dulles, requesting the Institute to render services for the tour. This letter represents the satisfaction of one of three conditions stipulated by the Executive Committee of the Board for the handling of the project. We have agreed that the letter from the Secretary of State to Arthur Houghton will not be used for publicity purposes unless the role of the Institute in this connection should be publicly challenged. It should however be shown informally and discreetly to individuals who raise questions concerning the role of the Institute in connection with this project.

The other two conditions referred to in Mr. Sims letter have been satisfied likewise.

We will continue to advise you as may be required and, in any event, at the termination of the project.

Sincerely yours,

Kenneth Holland
President

Memorandum

March 27, 1955

TO: Eliel - San Francisco Office
Cherrington - Denver Office
Wright - Chicago Office
Kline - Washington Office
Joy - Los Angeles Office (for information)
Corless - Houston Office (for information)

FROM: Nagle

SUBJECT: Tour of Soviet Editors

On Friday, March 25, the Soviet Minister advised that the Soviet student editors would arrive via the Queen Elisabeth on April 19 in lieu of April 15 via air. As a consequence, their United States schedule must again be revised and the new schedule is attached.

The Soviet Minister indicated that the revised itinerary "looked very satisfactory" and that he would give us his further comments and suggestions, if any, during the early part of the forthcoming week.

We have been requested by certain other agencies which also have a primary interest in the tour to furnish them with a full itinerary at the earliest possible date. They have already been furnished the attached place, date and institution itinerary but it will be necessary to firm up within the next two weeks a full breakdown which will cover on a day-to-day basis full plans for the editors including the names of those individuals who will be in charge of group forum discussions, housing arrangements if the editors reside on campus, press conferences, any social events or tours. As you know, I plan to visit each of your offices within the next two weeks. My schedule is attached. I hope it will be possible for you to have a tentative schedule of events mapped out for the editors when I arrive in order that we may finalize them with campus officials at that time. It is fully understood that any schedule will be subject to minor revisions but it is imperative that we develop, within the next two weeks, a schedule which will be as detailed as possible and which may be submitted to the agencies interested.

The following may be of assistance to you in programming the editors:

1. While the stipulated purpose of the visit is "to acquaint the Soviet student editors with American student life", we believe that the tour must also be aimed toward presenting the diversity of America. We feel that this diversity in itself will go far in proving at least disconcerting to the stereotypic Soviet picture of the capitalist colossus. We wish to have the United States presented not only as it is but as it is trying to be. This pertains particularly to matters of race relations. In addition to presenting the gamut of the American academic system and student life, we feel it equally important to present, by seeing, the very obvious results of our free enterprise system - major industrial plants, the abundance of consumer goods, community life, developments in the arts, mass communication facilities, labor-management relationships and the inherent opportunity for every man to choose his field of activity and pursue that end according to his own dictates.

2. We would like them to be shown the diversity of the American academic scene through a presentation of our varied curriculums, the many types of academic institutions and the variety of ways in which they are supported, the college press, numerous forum type discussions with students and faculties and student organizations including professional and social fraternities.

3. We hope that their trips to industrial plans will, among other things, emphasize the availability of consumer goods as well as the safety, sanitary and welfare features of the plant. They must see super-markets, large department stores, the Chicago stock yards. A Woolworth's should be on the itinerary.

4. It would be well for them to see certain laboratories which would provide an impressive demonstration of American technological pioneering devoted entirely to peaceful means and conducted openly before the public.

5. By the end of their tour they should have experienced campus, hotel, motel and private home living accommodations. The latter, of course, will depend upon their language facility which cannot be evaluated until we have had some experience with the group in New York. The Soviet Embassy professes no knowledge on this subject.

6. They should see and hear what we are developing in the creative arts and view our better galleries and restorations.

7. They should witness some of our sporting events which we hope would include Negro participants.

8. It can be assumed that the Soviet editors are carefully chosen, well trained, knowledgeable and thoroughly indoctrinated. Accordingly, and in view of the age spread from 24 to 39 years, it is suggested that any forum type discussions which are arranged have on hand a general and generous sprinkling of faculty members.

9. Freedom of the press is a must. They should see our largest newspaper plants in operation as well as campus publication centers. The variety of viewpoints among the several newspapers in one city should be pointed out. In New York we plan that they will visit the McGraw-Hill building which will be an impressive example of a complete self-contained journalistic enterprise. A

visit to the Four ContinentsBookstore is in order to show completely free outlet for Soviet publications. When they visit the New York Public Library we plan to point out the news stands by the side entrance with their wide range of material on sale, including Soviet publications.

We assume that the Soviet students will probably raise some or all of the following issues in student discussions:

1. Why is war-like America encircling USSR and other nations of Eastern Europe by a chain of air bases? Why does US want war?

2. In USSR all students are automatically placed in jobs for which they are most qualified. Is that not a better system than the one in effect in US?

3. In USSR all education is free and available to everyone. In US only the children of the wealthy may have the advantage of a higher education.

4. The Negroes are down-trodden and are still treated as unequals. In USSR this could not happen. All members of the State have equal rights and opportunities.

5. What is the average per capita income in US? What relation is there between income and costs for housing for the average man?

6. What have the Americans against the Soviet people. Why do the Americans persecute Communists?

7. Are there hydroelectric stations in the US? How many kilowatt-hours are produced in the United States? Who owns the power stations and dams?

Regarding press relations generally, an inquiry was made of the Soviet Minister as to whether the editors would participate in a press conference in each major city which they visited. He indicated this would seem to be appropriate. He demurred slightly at the suggestion of radio and television appearances but suggested that they might be arranged with the editors when they arrive. We are passing this information along to the news editors and networks. You may wish to do the same.

We are endeavoring to discourage requests of the major news services to assign writers and photographers to cover the whole tour and are urging that local staffs be utilized. Further information regarding press and public relations will be forwarded shortly.

A listing of the Soviet editors with such personnel data as we have available is also attached.

SOVIET STUDENT EDITORS

Adzhubei, Aleksei Ivanovich	Born January 9, 1924 Samarkand Associate Editor, Komsomolskaya Pravda
Bugrov, Eugenii Vladimovich	Born November 30, 1926 Kalinin Graduate Student
Grishchenko, Yurii Grigorievich	Born February 22, 1929 Voroshilovsk Member Editorial Staff Newspaper Moled Ukrainy
Mamrykin, Georgi Ivanovich	Born November 27, 1922 Izyum, Kharkov Oblast Graduate Student (Academy of Sciences)
Mostovets, Nikolai Vladimirovich	Born November 18, 1916 Khabarovsk Editor, Publishing House Molodaya Gvardiya
Nekrasov, Vadim Nikolaevich	Born January 19, 1924 Voronezh Asst. Editor, Newspaper Moskovskii Konsomolets
Stepanov, Vladimer Timofeevich	Born October 28, 1919 Yudino, Dzerzhinsky Raion, Kalugo Oblast Post-Graduate Student Moscow City Pedagogical Institute, Employee of Magazine Vestnik Vysshei Shkoly
Uvarov, Yuri Petrovich	Born June 16, 1928 Irkutsk Editor, Moscow University Bulletin
Valyuzhenich, Anatolii Vasilievich	Born February 13, 1927 Moscow Editor, Magazine Vsemirnye Studenscheskye Novosti
Voronov, Yuri Petrovich	Born January 13, 1928 Leningrad Editor, Stena
Zakharchenko, Vasilii Dmitrevich	Born August 1, 1915 Leningrad Editor, Magazine Tekhnika Molodizhi

March 25, 1955

SOVIET STUDENT EDITOR TOUR

Itinerary

Tuesday	April 19	Arrive New York	
Wednesday	April 20	New York	Columbia University Fordham University
Thursday	April 21	New York	Hunter College CCNY
Friday	April 22	New York	
Saturday	April 23	Afternoon departure for Williamsburg, Virginia	
Sunday	April 24	Williamsburg	College of William and Mary
Monday	April 25	Morning departure for Montgomery, Alabama	
Tuesday	April 26	Tuskegee	Tuskegee Institute
Wednesday	April 27	Morning departure for Albuquerque, New Mexico	
Thursday	April 28	Albuquerque	University of New Mexico
Friday	April 29	Afternoon departure for San Francisco, California	
Saturday	April 30	San Francisco	
Sunday	May 1	San Francisco	Stanford University
Monday	May 2	San Francisco	
Tuesday	May 3	San Francisco	
Wednesday	May 4	Morning departure for Denver, Colorado	Via Vista-Dome California Zephyr
Thursday	May 5	Arrive Denver in p.m.	
Friday	May 6	Evening departure for Chicago, Illinois	
Saturday	May 7	Chicago	
Sunday	May 8	Chicago	University of Chicago and possibly others
Monday	May 9	Chicago	

SOVIET STUDENT EDITOR TOUR
Itinerary
March 25, 1955

Tuesday	May 10	Ann Arbor and Detroit	University of Michigan and others
Wednesday	May 11	Ann Arbor and Detroit	
Thursday	May 12	Ann Arbor and Detroit	
Friday	May 13	Depart for Washington	
Saturday	May 14	Washington	Universities, if any, to be determined.
Sunday	May 15	Washington	
Monday	May 16	Depart for New York	
Tuesday	May 17	New York	
Wednesday	May 18	Departure	

ADVANCE SURVEY FOR SOVIET EDITOR TOUR

Itinerary
Arthur C. Nagle

Monday	March 28	Afternoon departure for Williamsburg, Virginia (Williamsburg Inn)
Tuesday	March 29	Depart Richmond 6:06 P.M. Arrive Montgomery, Alabama 10:30 P.M. (Hotel Dinkler-Jefferson Davis)
Wednesday	March 30	Tuskegee Institute
Thursday	March 31	Depart Montgomery 9:11 A.M. Arrive Albuquerque 10:00 P.M. (Hotel Hilton)
Friday	April 1	Albuquerque (University of New Mexico)
Saturday	April 2	Depart Albuquerque 1:58 P.M. Arrive San Francisco 8:18 P.M. (Hotel Mark Hopkins)
Sunday	April 3	San Francisco
Monday	April 4	San Francisco (Stanford and Berkeley)
Tuesday	April 5	Depart San Francisco 7:00 A.M. Arrive Denver 11:55 A.M. (Brown Palace)
Wednesday	April 6	Leave Denver 10:10 A.M. Arrive Des Moines 2:30 P.M.
Thursday	April 7	Depart Des Moines 6:30 P.M. Arrive Chicago 8:05 P.M. (Congress Hotel)
Friday	April 8	Chicago (University of Chicago
Saturday	April 9	Ann Arbor (University of Michigan)
Sunday	April 10	Return New York

Will San Francisco, Denver and Chicago please make hotel reservations at places and for times indicated. If reservations are not available at hotels listed please schedule whatever you can obtain and advise IIE New York.

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

DEPARTMENT OF STATE
WASHINGTON

March 11, 1955

Dear Mr. Houghton:

The United States Embassy in Moscow has received applications, to study student life in the United States, from a group of eleven Soviet citizens who are editors of student and youth publications. The Attorney General has approved the recommendation that the admission of the Soviet student editors would be in the national interest.

In order that the national interest in this visit may be most fully served and protected, it is desirable that arrangements be appropriate and carefully prepared. It has been decided to ask your organization to assist the Department in this matter because of your experience in the field of educational exchange and because of your contacts at the various universities and colleges to be visited by this group. You could be of assistance by extending the facilities of your organization in making arrangements for the trip and in providing translators and guides to accompany the Soviet group. Such arrangements could probably most effectively be handled by you directly with the Soviet Embassy in Washington or with an agency designated by the Soviet Government.

Your cooperation will be appreciated and your efforts will contribute toward assuring that this visit achieves maximum benefit to United States foreign policy objectives.

Sincerely yours,

John Foster Dulles

Mr. Arthur Houghton, President,
Board of Directors,
Institute of International Education,
1 East 67th Street,
New York 1, New York

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INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

March 10, 1955

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

I am writing you in Ken Holland's absence to post you about the Soviet Student Editors Project, which was announced today in press releases by the Departments of Justice and State. The substance of these releases is incorporated in a press release prepared today by the Institute (copy enclosed). Also enclosed is a "fact sheet" summarizing most of what is now known here about the project.

You may be interested in some further background. The original Soviet initiative for this project was registered with the U. S. Embassy in Moscow last August and was deferred but not denied by U. S. authorities. In December, 1954 the Department of State made informal inquiries with the Institute to learn whether the Institute would act as host agency for such a project. This question was discussed by the Executive Committee of the Board of Trustees at its meeting on December 17. As you will recall, the Committee decided that the Institute should accept the responsibility under the following three conditions:

1. "The Secretary of State write to the Institute asking it to administer this project.

2. "The news release to be issued by the Department of State should indicate that the Institute was being 'asked by the Department of State to undertake to make the necessary arrangements for the reception and itinerary of the eleven student editors.'

3. "Sufficient time be allowed to do adequate preliminary planning for the project, which would mean that the student editors should not come to the United States before March or April, 1955."

These terms were thereafter communicated to the Department of State. The Department believed that the conditions stipulated could be met.

Nothing further was heard of the project until March 3, when the Department of State telephoned Ken Holland and asked if he could meet on March 4 with Department of State and Justice representatives in order to come to informal agreement on the project. Since Ken had an out of town commitment (which will keep him away until March 14), I went to Washington on March 4. We convened in the office of the Commissioner of the Immigration and Naturalization Service with the Commissioner, Deputy Commissioner, and State Department representatives. It was apparent that the two Departments were now agreed upon quick action. The Justice Department outlined especially for the Institute's benefit their particular requirements that would have to be saisfied in the Institute's management of the project. These requirements were, for the most part, routine and procedural, and we accepted them in principle.

At the moment, progress on the satisfaction of the three conditions is as follows:

1. The press release of the Department of State stipulates that the Department asked the Institute to do the job and we agreed; this condition is satisfied.

2. The letter for the signature of the Secretary has been drafted in the State Department, although it is not yet signed; we have firm assurances from the staff that the Secretary will sign the letter and send it along promptly.

3. We shall probably have three or four weeks before the editors arrive here, assuming the Soviet authorities decide to proceed. This will require faster action on our part than originally contemplated but if the trip is to be accomplished this school year it probably should be done between April 15 and May 15.

We have not decided whether to assign a "project supervisor" from IIE staff to accompany the group in addition to the interpreters. We have talked with American students and editors who have recently been permitted to visit the Soviet Union. We have learned from them that there was generally little outward evidence of control or monitorship for the visit of these Americans. The two major considerations which will influence the decision on this point are, then: 1) we must avoid the potential propaganda boomerang of a "study tour" too heavily encrusted with guidance and control (there will undoubtedly be a Soviet reflex to make comparisons between their reception of American students and our reception of theirs), and 2) we must have control in the sense of well worked out and administered plans so that we have reasonable assurance against mishap. We recognize that these considerations are especially

important in this case because the project represents a crucial effort that may help determine how far doors are to be opened.

The status of the project will be reviewed by the Executive Committee of the Institute on March 17. We will keep you posted further as the project materializes.

Sincerely yours,

Albert G. Sims

Albert G. Sims
Vice President

FACT SHEET
Visit of Russian Student Editors
Institute of International Education
March 10, 1955

1. The State Department has authorized the American Embassy in Moscow to issue visas to eleven editors of Soviet student and youth newspapers for a three week visit to the United States. The Department of Justice has granted the editors temporary entry into the United States at the request of the Department of State.

2. The Department of State has asked the Institute of International Education, as an organization with wide experience in the field of international student exchange, to undertake to make the necessary arrangements for the reception and itinerary of the eleven Soviet student editors.

3. Arrangements for the visit will be made by the Institute as part of its general exchange operation. Each year approximately 3,000 foreign students and specialists come to the United States for study, training, or "observation tours" under Institute auspices.

4. The trip of the student editors is at the initiative of the Soviets and its expenses will be defrayed by them.

5. The student editors have been invited to the United States for three weeks.

6. Probably six to ten major American cities and universities will be visited by the Soviet editors. The full itinerary will be made public by the Institute as soon as it is determined.

7. Two Russian-speaking American students will accompany the group as interpreters.

8. It is expected that arrangements can be made for the visitors to meet the press in each of the major cities on the itinerary.

9. The trip is scheduled to be completed before the end of the current American academic year.

10. It is not known at this time whether the Soviet student editors will come to the U.S. The group asked for permission to visit here last summer. Ambassador Bohlen informed the Soviet Foreign Office at that time that the visas could not be acted on then since American universities were not in session during the summer months.

INSTITUTE of INTERNATIONAL EDUCATION

news release

1 East 67th Street, New York 21, N.Y.
LEhigh 5-3400

from

For immediate release

Charlotte Elkind
Extension 4

New York, March 10, 1955 -- The United States Department of State announced today that it had authorized the American Embassy in Moscow to issue visas to eleven editors of Soviet student and youth newspapers for a three week visit to the United States.

The Soviet Ministry of Foreign Affairs has indicated that these student editors desire to visit the United States in order to acquaint themselves with American student life.

The State Department has asked the Institute of International Education, as an organization with wide experience in the field of international student exchange, to undertake to make the necessary arrangements for the reception and itinerary of the eleven Soviet student editors. The Institute has agreed to respond affirmatively to the Department's request and will make the necessary arrangements for the trip directly with the Soviet student editors and the Soviet Government.

An announcement today from the Department of Justice stated that the eleven editors have been granted temporary entry into the United States at the request of the Department of State. The discretionary permit allows a visit of up to thirty days.

It is not known at this time whether the Soviet student editors will come to the United States. The group asked for permission to visit American universities here last summer. Ambassador Bohlen informed the Soviet Foreign Office at that time that the visas could not be acted on then since American universities were not in session during the summer months.

The Institute of International Education administers exchange programs for public and private agencies here and abroad. It will administer the visit of Soviet student editors as part of its general exchange operation. Each year approximately 3,000 foreign students and specialists come to the United States for study, training or "observation tours" under Institute auspices.

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The Institute of International Education

cordially invites you to the

NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

"Leaders for a Free World"

Please return
enclosed cards at your
earliest convenience

Park Sheraton Hotel
56th Street and 7th Avenue
New York 19, New York

February 23, 24, 25, 1955

PRELIMINARY PROGRAM, NATIONAL C

Wednesday, February 23

1:00-5:30 p.m.	Registration	
8:00 p.m.	Inaugural Plenary Session	*Chairman:* **Arthur A. Houghto** Trustees, Institute of *Plan of the Conference:* **Kenne** *A Message from the President o* *Addresses by:* An official of the **Ahmed S. Bokha** **Frederick L. Ho** Scholarships

Thursday, February 24

9:30 a.m.-12:30 p.m.	Workshop Sessions	I. The Foreign Student on t American Campus II. Programs for U.S. Student Countries III. The Exchange of Teachers, and Professors IV. Teen-age and Summer Fo rience See inside page for a descriptio Participants are asked to indica
1:00 p.m.	Luncheon	*Chairman:* **Edward R. Murrow** *Introductions:* **Mrs. Maurice T.** national Educatio *Address by:* Speaker to be anno
2:30-5:00 p.m.	Workshop Sessions	(Continuation of morning sessio
5:30-8:00 p.m.	Reception	

Friday, February 25

10:00 a.m.-12:30 p.m.	Plenary Panel Session	"Open Doors: An Examinat *Chairman:* **Dean Rusk,** Presiden *Panel Members:* **Carroll Binder** **J. William Ful** **Louis Hacker,** **General Walte** American Mach
2:30-5:30 p.m.	Closing Plenary Session	*Chairman:* **Mrs. Henry Potter R** tute of International *Address by:* Speaker to be annou *Conference Findings:* **George N.**

AL CONFERENCE ON EXCHANGE OF PERSONS

Park Sheraton Hotel
United Nations

ughton, Jr., President, Steuben Glass, Inc.; Chairman of the Board of ute of International Education
Kenneth Holland, President, Institute of International Education
dent of the United States
of the U.S. Government (to be announced)
Bokhari, Under Secretary General, The United Nations
L. Hovde, President, Purdue University; Chairman, Board of Foreign s

Park Sheraton Hotel

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V. American Business Overseas and Exchange of Persons
VI. Leaders, Specialists and Trainees in Exchange Programs
VII. The Community and the Foreign Visitor
VIII. Studying the Results of Exchange

cription of each workshop, panel chairmen and paper authors.
indicate their workshop preference on the enclosed reply card.

arrow, News Analyst, Columbia Broadcasting System
ice T. Moore, Chairman, Executive Committee, Institute of Inter-ucation
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sessions)

Institute of International Education

Park Sheraton Hotel

mination of Educational Exchange Policies"
esident, Rockefeller Foundation
Binder, Editorial Editor, Minneapolis *Tribune*
n Fulbright, United States Senator from Arkansas
cker, Dean, School of General Studies, Columbia University
Walter Bedell Smith, U.S.A. (ret.); Vice Chairman of the Board, Machine and Foundry Company

Park Sheraton Hotel

tter Russell, San Francisco, Vice Chairman, Board of Trustees, Insti-tional Education
announced
ge N. Shuster, President, Hunter College

Worksho

Persons planning to attend the National Conference on Exchan
session in which they wish to participate. This may be done by fi
Background papers will be distributed in advance of the confe
to attend.

I: *The Foreign Student on the Changing American Ca*

The workshop will be concerned with aspects of foreign student programs which may be made more effective, with particular emphasis on the problems which may arise as a result of the anticipated expansion of the U. S. student population during the next few years. It will attempt to assess the possible effects of the "bulge" on the geographical distribution of foreign students in the United States; on the facilities for graduate vs. undergraduate foreign students and scholarship opportunities; and on academic facilities as compared to the needs of participating countries.

II: *Programs for U. S. Students in Foreign Countries*

The workshop will concern itself with the goals of existing programs which enable U. S. college and university students to spend a year in a foreign university including organized junior year programs, U. S. Government programs such as Fulbright or Buenos Aires Convention and private programs such as Rhodes, Rotary, etc. Questions regarding selection, orientation and academic placement will be reviewed. The problem of graduate versus undergraduate foreign study will be considered. The workshop will discuss means of obtaining the best possible geographic and institutional distribution among U. S. students participating in these programs. It will attempt to assess the values of foreign study for U. S. students.

III: *The Exchange of Teachers, Researchers and Profess*

The workshop will examine the values—educational, cultural and political—of the exchange of teachers, professors and researchers between the United States and other countries. In terms of underdeveloped areas, the contribution of such exchanges will be evaluated as a means of lifting educational standards. The group will consider what problems emerge from exchanges with countries with a western tradition as compared with exchanges in the Asian areas, including the need of careful appraisal of projects and programs, the recruitment and orientation of personnel, and the values to American universities in having visiting scholars in their midst. The discussions will also consider the desirability and means of expanding this type of exchange.

IV: *Teen-age and Summer Foreign Experience*

This workshop will examine: year-round exchange programs for young people; briefer projects that stress the value of living in a foreign community or with a family; and those which combine an educational program with travel abroad. Participants will discuss critically the importance of formal educational content in these programs, the pros and cons of "acculturation" for the youthful exchangee, the validity of goals for short term and youth exchange, and steps which should be taken to improve programs in this rapidly expanding field.

kshop Sessions

xchange of Persons are asked to indicate as soon as possible the workshop e by filling in the space, *Workshop Preference,* on the enclosed reply card. conference to participants who indicate the Workshop Session they plan

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Chairman:
The Rev. Theodore M. Hesburgh, C.S.C., President, Notre Dame University

Paper Author:
Albert George, Chairman, Department of Romance Languages, Syracuse University

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Chairman:
Charles S. Johnson, President, Fisk University

Paper Author:
William E. Stevenson, President, Oberlin College

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Chairman:
George C. McGhee, Former U. S. Ambassador to Turkey

Paper Author:
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Chairman:
Gordon Boyce, Director, Experiment in International Living

Paper Author:
John Bowman, Executive Director, Council on Student Travel

V: *American Business Overseas and Exchange of Pe*

American business and industry are increasingly involved in education and training of persons abroad. Firms with overseas interests are accumulating experience with the problems of how to train United States and foreign personnel for these operations. More recently, the tide of foreign personnel seeking technical training in business and industry here has swelled, entailing large responsibility for the American business community. What part exchange training and education should play in meeting business operational requirements and in creating a climate for successful conduct of overseas business, is the objective of this workshop.

VI: *Leaders, Specialists and Trainees in Exchange Pr*

Within the framework of the diversified objectives and interests of governmental agencies and private organizations participating in the programs, the panel will bring into focus the composite of the leader, specialist and trainee programs as a component part of the total exchange picture. It will assess the effectiveness of existing programs, identifying those areas, if any, which would lend themselves to greater emphasis or operational improvements, and evaluate whether present efforts are utilizing most effectively U. S. resources in these fields. It will appraise the techniques involved in the operation of both the technical (practical) training program and those of a political, cultural and broadly educational nature.

VII: *The Community and the Foreign Visitor*

The workshop will explore the community's role in introducing the foreign visitor to community life and institutions, family life, education, religion, business, industry, labor, government, the arts, etc. This will be examined in terms of 1) the objectives of community programs for foreign visitors; 2) the opportunities these programs offer to the foreign visitor and the community itself; 3) the education of the community in preparing for the reception of foreign visitors; 4) the types of facilities needed for different levels of exchangees; and 5) the most effective methods of organizing community resources.

VIII: *Studying the Results of Exchange*

The workshop will address itself to discussion of (1) the findings of recent research on exchange of persons, (2) how such research can aid agencies and individuals who plan and administer exchange programs to make their programs more effective, and (3) other aspects of exchange which warrant further analysis. The workshop will be designed to be informative rather than technical in nature, and to relate the findings of recent studies to practical program planning and operation.

Purposes:

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Chairman:

Courtney C. Brown, Dean, Graduate School of Business, Columbia University

Paper Authors:

H. T. Maser, Director of Training Programs for Foreign Students, International General Electric Company

Ole Olson, Training Director, Employee Relations Department, Standard-Vacuum Oil Company

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Chairman:

Russell L. Riley, Director, International Educational Exchange Service, Department of State

Paper Author:

John Gange, Executive Director, Woodrow Wilson School of Foreign Affairs, University of Virginia

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Chairman:

Ben M. Cherrington, Director, Rocky Mountain Office, Institute of International Education

Paper Authors:

J. Benjamin Schmoker, General Secretary, Committee on Friendly Relations Among Foreign Students; President, National Association of Foreign Student Advisers

Katherine C. Bang, Cleveland Council on World Affairs

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Chairman:

Phillips Talbot, Executive Director, American Universities Field Staff

Paper Authors:

Brewster Smith, Committee on Cross-Cultural Education, Social Science Research Council

(A paper prepared by the International Research Associates for the Department of State will also be used.)

exchange of persons programs
to identify problems and needs of these programs
en exchange programs in preparing "Leaders for a Free World"

PARTICIPATING ORGANIZATIONS*

America-Italy Society Inc.
American Association of University Women
American Council on Education
American Federation of Labor
American Field Service
American Friends of the Middle East, Inc.
American Friends Service Committee, Inc.
American Labor Education Service, Inc.
American National Theatre and Academy
American-Scandinavian Foundation

Belgian American Educational Foundation, Inc.

Carnegie Endowment for International Peace
China Institute in America
Committee on Friendly Relations Among Foreign Students
Conference Board of Associated Research Councils
Congress of Industrial Organizations
Council on Student Travel

English-Speaking Union of the U.S.
Experiment in International Living

Foreign Policy Association

General Federation of Women's Clubs
Greater New York Council for Foreign Students
Guaranty Trust Company of New York

International Educational Exchange Service, Department of State (observer only)
International General Electric Company
International House Association, Inc.

Japan Society, Inc.

National Academy of Sciences—National Research Council of the U.S.
National Association of Foreign Student Advisers
National Catholic Welfare Conference
National Council of Jewish Women Inc.
National Council of the Churches of Christ in the U.S.A.
National Education Association of the U.S.
National Interfraternity Conference
National Panhellenic Conference
National Social Welfare Assembly, Inc.
Near East Foundation
Netherland-America Foundation, Inc.

Pan American Union
Pan American World Airways, Inc.

Rhodes Scholarship Trust

Technical Assistance Board, United Nations

UNESCO
United States National Student Association

World University Service

Young Men's Christian Associations of the U.S.A., National Council of
Young Women's Christian Association of the U.S.A.

*As of December 31, 1954.

THE INSTITUTE OF INTERNATIONAL EDUCATION
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LT EDWARD R MURROW CBS 425 MADISON AVE NYK

VERY TOUCHED AND PLEASED BY YOUR AND KENNETH HOLLANDS TELEGRAMS STOP HAVE CABLED HOLLAND SAYING I WILL GIVE MY ANSWER ABOUT MIDDLE OF THIS WEEK STOP BEFORE THAT DATE I SHALL UNFORTUNATELY NOT KNOW WHAT I CAN ARRANGE AFTER FEBRUARY

425

PLEASE TELEPHONE
YOUR REPLY TO
WHITEHALL 4-3100

JAN 25 1955

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NJ661/2/58 EDW

10 WHEN I LEAVE THE HIGH AUTHORITY STOP I MUCH HOPE I, CAN MANAGE TO ADDRESS THE INSTITUTE OF INTERNATIONAL EDUCATION AND WILL DO WHAT I CAN STOP I AM SURE YOU AND YOUR FRIENDS WILL UNDERSTAND MY SITUATION DUE TO THE FACT THAT I REMAIN UNDER PRESENT FUNCTIONS UNTIL 10TH FEBRUARY STOP WITH BEST REGARDS

JEAN MONNET

~~10~~ 10TH

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December 23, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

This will confirm the meeting of the Advisory Committee for the Young Diplomats Project on Wednesday, January fifth, at the Institute.

In connection with this matter, we are holding a 12:00 o'clock press conference at the Institute for Mr. Surjono, a young Indonesian diplomat who has participated in this project. We hope that you can see him in action and talk briefly with him at that time.

We will hold our executive meeting of the Committee at luncheon, which will be served at 12:30 here in the Duggan Room.

We look forward with keen anticipation to meeting together again, this time to evaluate the efforts of the past year. The second progress report on the Young Diplomats Project is enclosed.

Sincerely yours,

Ken

Kenneth Holland
President

Phoned regrets 1/4

INSTITUTE OF INTERNATIONAL EDUCATION
Department of Special Programs

YOUNG DIPLOMATS PROJECT
Progress Report No. 2

Background

One year has passed since completion of plans for the trial phase of the Young Diplomats Project. It will be recalled that the Project's aim is to afford younger members of the diplomatic missions in this country an opportunity to discover the greater United States and to inquire into American thought and activity in the fields of their special interests. During this year, two young diplomats have participated in this undertaking and a third individual has been invited to take part as soon as he can be released from his official obligations for a sufficient period of time. Enough has been learned from the experience of these two to warrant now an evaluation of efforts and a determination of whether or not the benefit derived from this project merits its continued support and expansion.

The First Nominee -- Mr. Takayoshi Tsuda

As related in Progress Report No. 1, which was sent you in early July, Mr. Takayoshi Tsuda of the Japanese Embassy was the first nominee for the Young Diplomats Project. An Economist by profession, he was interested in studying the agricultural economy of the United States both as an integral component of the total U.S. economic picture and as a forceful influence upon the political and social activity of this country. As previously reported, before the completion of his program, he had opportunities to observe diverse methods of farming, mechanisms for financing and marketing the products of agriculture, agricultural research institutes, and the role of land-grant colleges. He worked closely with experts in this field on the Pacific Coast, the Rocky Mountain area, the Midwest and the Southwest, met congressional representatives from farm areas, participated in community social activities, and was the guest of farming families on several weekends.

The Second Nominee -- Mr. Surjono Sastrowardojo

The second participant in this Project was Mr. Surjono Sastrowardojo, a member of the Indonesian Delegation to the United Nations and Indonesia's representative on the General Assembly Committee on Social, Humanitarian and Cultural Affairs. Fortunately, it was possible for Mr. Surjono to be replaced during the meeting of the General Assembly this fall by a special delegate sent from the Ministry of Foreign Affairs, thus leaving him free to explore his interest -- political activity in the United States -- at a time when it is at its height in almost every town and city in the country.

Surjono's experience during his five-month program demonstrated the appeal of the Young Diplomats Project's unique purpose to important and influential persons in government, business, and other positions throughout the country. He began his program in late July with a four-week sojourn in

Washington. Here he met several Representatives and Senators, talked with members of their staffs about the relation of a congressman to his constituents, discussed nominating processes with a Brookings Institute expert, and learned from professional lobbyists how special interest groups influence legislation. An interview with an Associate Editor of the Washington Post and Times-Herald and another with a reporter for CBS in Washington began his acquaintance with the role of the press and radio in forming American public opinion on issues of both domestic and foreign policy. The president of the local chapter of the NAACP and the Director of Education and Research of the CIO also explained to him how private organizations educate their members on current issues.

Returning from Washington, Surjono was invited to spend a day in Pennsylvania with Clinton Golden, a member of the Advisory Committee and Director of the Trade Unions Program at the Harvard University Graduate School of Business Administration, discussing the organization and aims of American labor unions.

Before beginning his intensive study of the election campaigns, Surjono stopped in Pittsburgh several days to meet R. A. Hunt, ex-president of Alcoa, and to observe a large industrial community. Later he spent a week in Corning, New York, at the invitation of the Corning Glass Works Foundation. Although he was relatively well-informed about official American policies, he was quite unfamiliar with life in the average American community, whose outlooks normally shape the content of official policy. Here, for the first time, he saw a small community in action and learned about its administration, the way of life of its citizens, and its community activities. The Executive Director of the Corning Glass Works Foundation afterwards wrote: "I did see a New York State Trooper asking him to visit him and 'the wife' some day. I did see him in an ordinary kitchen admiring a gas stove and hear him say, 'Do most people have stoves like this?' I wathced Surjono standing at the gate of the factory at shift-time and observed his amazement as the workers stepped into cars--most of which were a few months' vintage."

Surjono was first introduced to the senatorial campaign through the services of the Institute's Midwest Office in Chicago. He travelled with the caravans of Senator Douglas and his opponent Joseph Meek, for a day and a half each, observing the campaign and talking with everyone - the press representatives, voters, and candidates alike. Surjono then moved to Oregon and, under the aegis of the Editor of the Oregon Journal, followed the final three weeks of that campaign.

Following election day, he concerned himself with the role of minority groups and labor in political affairs and with social welfare activities whose methods might be useful in dealing with some of Indonesia's problems. He visited the Navajo reservation in Gallup, New Mexico; Tougaloo College, a liberal arts institution for Negros in Tougaloo, Mississippi; Atlanta, Georgia, where he was a guest of George Mitchell, Executive Director of the Southern Regional Council; Greensboro, Raleigh, and Chapel Hill, North Carolina; the

Tennessee Valley Authority at Knoxville; and Detroit. He returned to New York last week and devoted the pre-Christmas week to conferences with the staff of the Institute and other persons in New York who have expressed an interest in talking with him.

In the course of his program Surjono has given innumerable interviews, speeches, and one broadcast for the Voice of America. He has kept a complete diary of his experiences and is now in the process of writing a volume on the U.S. scene which will be published in Indonesia.

The Third Nominee -- Mr. K. Hanumanthaiya

In the last report in was noted that Pakistan, like India, was finding it difficult to release a member of its staff on full salary for the three to five month period required for the Project. The Embassy finally and regretfully had to decline the invitation to participate in the Project this year. Funds were thus available to invite another participant. As the Advisory Committee had decided at its December, 1953, meeting that Burma should be a possible alternate or addition to the list of countries being asked to join in the pilot phase, it was one of the alternative participants considered at this time. Since that recommendation, however, several strongly persuasive recommendations were made to us for consideration of Mr. K. Hanumanthaiya , Chief Minister of Mysore State, India, Mr. Hanumanthaiya is a person of high intellectual ability who has devoted his life to the public service of his country in increasingly important party and government offices including his state legislature, the national parliament and now the elective position of Chief Minister of Mysore. For some years, we were told, he has been anxious to come to the United States, but he has been financially unable to make such a trip. As you will recall, India earlier declined an invitation to nominate one of its diplomatic staff for the Project and suggested that we accept someone from one of the state governments or the national government, although it was not able to give any assurance that the person so nominated would be concerned with foreign affairs, either now or in the future. After studying the question with those members of the Advisory Committee familiar with the recommendations for Mr. Hanumanthaiya and with his previous activities, it was decided that his present position and his potential ascendency to even higher positions in the national government fully justified his being invited to come to the United States under this Project for a period of two months. Mr. Hanumanthaiya replied that he was pleased by the invitation but that because of the nature of his position he would not be able to accept it until he consulted Prime Minister Nehru. Should he accept the offer, he would not come until after the spring budget session of the state legislature, held in February and March, as he also holds the portfolio of finance. In this special case, the Project would provide U.S. travel, per diem, and other necessary expenses for a two-month program, and the cost of travel to and from the United States.

We are now awaiting further word from Mr. Hanumanthaiya.

Cooperation of Foreign Governments

Although the Institute is sincerely convinced of the value of the Young Diplomats Project, certain problems have been encountered in its administration. The first of these is the genuine difficulty some governments have in releasing an officer for a long period of time on full salary. Foreign governments are frequently stymied by rigid regulations, which can be set aside or circumvented only after long and complex negotiations. The problem, combined with the hardship that would have been experienced by the diplomatic mission in releasing a staff member for three to six months, appears to have prevented both India and Pakistan from accepting invitations to participate in the Young Diplomats Project. It is possible that these governments were also concerned that the Project's purpose might be interpreted as an attempt to indoctrinate the participant. Surjono's and Tsuda's freedom to speak with whomever they wished and to go wherever they wished may well be used to show that these fears are not grounded in fact.

Secondly, we are concerned with the extent to which governments who take part in the project may be asked and expected to cooperate in the fulfillment of the project's aims. The primary problem is to stimulate nomination of several qualified candidates. The Japanese and the Indonesian Government each nominated more than one young officer for the project, but in the case of the Indonesian candidates, one was clearly unacceptable for this project because she was not a career member of the foreign service and her program would have had to be limited to one month, at the end of which she was returning to Indonesia. On the other hand, the Indonesian Government's enthusiasm over the opportunity offered Surjono led it to send a special representative to the United Nations to perform Surjono's duties while he was a member of the Project.

As pointed out in the first progress report, the Japanese Government put forth three applications, but it was immediately evident that the Ambassador and the Ministry of Foreign Affairs strongly preferred one of them, Mr. Tsuda. The Institute assured the Ambassador that it would give most sympathetic consideration to the preferred candidate. Without any other approval of this young man, the Embassy interpreted these assurances as an acceptance of him and he was notified to come to the United States immediately to begin his program as his first assignment in this country. Mr. Tsuda concluded his study in August and returned to his duties at the Embassy in Washington. Within the past month, however, he has been transferred from Washington to Latin America.

Matters requiring consultation with the Advisory Board on possible future project activities.

1. Selection of a third nominee in case Mr. Hanumanthaiya declines the invitation.

2. How can we best evaluate the impact of the program to date?

3. Do results of the pilot project warrant an all-out effort to insure continuation of this project?

4. If so, how can we best evolve wide interest in and financial support for such projects? How can we best utilize Surjono and his experience to this end?

December 10, 1954

Leaders for a Free World - National Conference on Exchange of Persons

TIME: February 23, 24 and 25, 1955

PLACE: Park Sheraton Hotel, 56th Street and 7th Avenue, New York 19

PURPOSE: To focus national attention on exchange programs as an important instrument in building leadership for a free world

To provide organizations in the field with an opportunity to examine and discuss current problems and their solution

PARTICIPATING ORGANIZATIONS: The Institute has invited some 40 organizations to give general guidance on Conference planning, to be listed in the Conference program as Participating Organizations, except in those cases where a listing as "observer" has been requested

PROVISIONAL PROGRAM:

Wednesday, February 23 1:00 - 5:30 p.m.	Registration Lobby, Park Sheraton Hotel
8:00 p.m.	Inaugural Plenary Session United Nations Arthur A. Houghton, Jr., Presiding Address by a Government Official Address by an Official of an International Organization Address by a University President
Thursday, February 24 9:30 - 12:30 p.m.	Workshop Sessions
1:00 p.m.	Luncheon, Park Sheraton Hotel Address by Distinguished Foreign Visitor
2:30 - 5:30 p.m.	Workshop Sessions (continuation of morning workshops)
6:00 - 7:30 p.m.	Reception Conference Room, Institute of International Education

Friday, February 25

10:00 - 12:30 P.M.	Plenary Panel Session Park Sheraton Hotel "Open Doors: An Examination of Educational Exchange Policies."
2:30 - 5:30 P.M.	Closing Plenary Session Park Sheraton Hotel An Address by a Government Official Looking Toward the Future University President Conference Findings: "What are the Next Steps to Strengthen Educational Exchange Programs"

December 14, 1954

WORKSHOPS

WORKSHOP I

The Foreign Student on the Changing American Campus

WORKSHOP II

Programs for U.S. Students in Foreign Countries

WORKSHOP III

The Exchange of Teachers, Researchers and Professors

WORKSHOP IV

Teen-age and Summer Foreign Experience

WORKSHOP V

American Business Overseas and Exchange of Persons

WORKSHOP VI

Leaders, Specialists and Trainees in Exchange Programs

WORKSHOP VII

The Community and the Foreign Visitor

WORKSHOP VIII

Studying the Results of Exchange

IIE

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July 26, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

I am attaching a copy of the resolution passed by the Executive Committee at its meeting on June 24th regarding Margaret Lewisohn's tragic accident. I am sending this resolution and the attached letter to the members of the Board of Trustees and other good friends of the Institute.

With best regards,

Sincerely yours,

Kenneth Holland
President

Encl.

July 23, 1954

Mr. James Marshall
521 Fifth Avenue
New York, N. Y.

Dear Jim:

As you know, Margaret Louisohn, one of our trustees and a true friend of the Institute, was killed in a tragic accident last month. The Executive Committee of the Board of Trustees at its recent meeting adopted the attached resolution which I wanted to share with all of our trustees and other good friends of the Institute.

We have also been informed by the executors of Mrs. Louisohn's estate that her Will provided a gift of thirty thousand dollars to the Institute. We are deeply moved by this symbol of her faith in this organization.

We shall miss Margaret. Her lively and intelligent interest, her indomitable spirit and her personal charm made her an invaluable friend and board member.

Sincerely yours,

Kenneth Holland
President

Encl.

Margaret Seligman Lewisohn

The tragic and untimely passing of Margaret Lewisohn is a blow to the Board of Trustees, officers and staff of the Institute of International Education. We have lost a true friend and valued colleague.

Margaret Lewisohn, throughout her rich and full life, was a real public servant in a unique sense. She gave herself in full measure to the organizations and institutions with which she was associated. Her incisive mind, her common sense, her good humor, her loyalty, her courage contributed immeasurably to many vital causes.

We of the Institute of International Education record with pride and thanks our long and close association with her. Mrs. Lewisohn, as a Trustee and member of the Executive Committee for more than seven years, attended faithfully the numerous meetings which these assignments involved. But formal participation in official sessions in which she presented stimulating and provocative ideas did not satisfy her sense of personal responsibility! Margaret Lewisohn in her travels in the United States and abroad made it a point to visit and talk with the young men and women as well as the leaders active in the Institute's farflung programs. She returned always with constructive criticisms and suggestions. Her concern with the problems of the many foreign students and leaders in New York City inspired her to join in spearheading the creation of a New York Area Committee of prominent men and women who have given thousands of hours of service to the Institute for this cause. These are only small examples of the breadth and intensity of her interest and participation as a public servant.

To Mrs. Lewisohn's family the Institute of International Education extends its deepest sympathy. We, too, are the poorer for her passing, but we shall always thankfully remember the lasting pleasure of knowing her and working with her.

Unanimously adopted by the

Institute of International Education

Arthur A. Houghton, Jr.
Chairman of the Board

Kenneth Holland
President

June 24, 1954
New York, N. Y.

INSTITUTE OF
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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

No ans.

July 7, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear ~~Mr. Murrow:~~ Ed:

This letter is in the nature of a progress report on the Young Diplomats Project. As you know, this is an undertaking for younger members of embassies and United Nations missions in this country and is being initiated on a pilot basis. This hopeful means of imparting knowledge and understanding of the United States as an investment for those who are making foreign policy administration their career is now underway with the designation of two participants; and this letter, therefore, comes also to request counsel from you, as a member of the Advisory Committee, on the programs of these individuals.

At the meeting of the Committee in December, it was proposed that invitations to nominate participants be extended initially to the governments of India, Indonesia, and Japan, with Burma and Pakistan as possible alternates or additions. We agreed that each participant's program would be individually planned according to his interests and background. A necessary feature of the project, we noted, would be the continuation of the participants on the payrolls of their respective governments during the months they were engaged in the project.

The response of the ambassadors of the first three countries and of other persons consulted was highly favorable. As we had anticipated, however, it has been an extremely slow matter to obtain approval of the home governments (1) to make available young foreign service officials of the caliber called for by the project for a period of several months; (2) to continue the salary of the participants -- a factor involving in most cases the approval of the finance ministries, which are bound often by explicit rules and regulations. The problem of releasing a qualified foreign service officer has been especially difficult for the government of Indonesia, and appears to be so also for the government of Pakistan.

During a visit to India in January, Richard Hunt found officials of the Ministry of External Affairs actively considering the project but by no means ready to approve it, even though a warm recommendation was given by Ambassador Mehta. Mr. Hunt learned that, despite the assurances given by the Institute, the Ministry officials were in some degree fearful that motives of indoctrination or propaganda might lie behind the project. It was also clear that the problem of sparing a foreign service officer for the time required by the project was proving a difficult hurdle. It is evident that Mr. Hunt overcame the suspicions, since the Government in due course proposed a participant; but it was suggested that an official of the National Government or one of the State Governments be selected rather than a diplomat assigned to the Embassy or to the UN. It was indicated that this person would very probably not be professionally concerned with foreign affairs and that he would not otherwise be given a foreign assignment. The Institute felt that acceptance of this suggestion would constitute a fundamental departure from the underlying purpose of the project. Accordingly the suggestion was declined and the Embassy was invited to reopen the matter with the Institute if at any time in the future it was found that a qualified foreign service officer could be made available.

In the meantime, it had been decided to extend an invitation to Pakistan, and the proposal was put orally and in writing to Ambassador Ali. His reaction was genuinely enthusiastic; and while he made clear the inevitable requirement of obtaining home government approval, he expressed the firm belief that such approval would be forthcoming. The Institute's proposal to the Ambassador followed Mr. Hunt's visit to Pakistan, where he had informally acquainted the foreign minister and other officials with the project and had found marked interest. It appears likely that candidate suggestions from the Pakistan Government will be made in the very near future.

Arrangements with Japan moved, relatively, with great speed and in a fashion that left the Institute somewhat less latitude and time to prepare than would perhaps have been desirable. Although the Japanese Government presented a panel of three candidates, it was almost immediately evident that the Ambassador and Foreign Ministry had a strong and virtually preclusive preference for one of these. The Institute's assurance of most sympathetic consideration for the preferred candidate was interpreted and acted upon by the Embassy as acceptance. This individual, who was in any case about to join the Embassy staff, was notified to hasten to the United States in order to begin his program as his first assignment in this country.

The individual thus selected is Mr. Takayoshi Tsuda. He will become Third Secretary of the Embassy upon conclusion of his program with us in August. He has the unusual distinction of being a rising official

in the Foreign Service despite the fact that he is not a graduate of Tokyo or one of the other former Imperial universities. He obtained his degree from Kobe University of Commerce (a first-rate institution) and came to the Foreign Ministry from the Ministry of International Trade and Industry -- a pattern presently common to many of the most promising younger persons in the diplomatic service. He is thirty-four years old, and is a very earnest, genuine, and eager person. The circumstances of his selection and appointment made it necessary to launch upon his program quickly. He is not be training, experience, or career expectation a specialist or expert; but he is deeply interested in agricultural economics and anticipates that some ofhis future work will revolve around that broad subject. We have worked out with him the framework of a program that will take him to four principal geographic areas in the United States where he can undertake intensive study of the regions, and communities within those regions. Agricultural economics will form a sort of central core and vantage point -- to be studied as an impelling and influencing force on political, educational, and other developments.

Mr. Tsuda is now on the West Coast where, under the guidance of the Institute's San Francisco office, he is inquiring into particular aspects of the agricultural economics of the United States that he has found especially interesting. His program includes conferences with experienced and influential persons, observation of selected activities, such as agricultural cooperatives, and reading and study. As in the previous two areas, his knowledge of American communities is being enriched by week-end visits in the homes of agriculturally-interested families and by attendance at outstanding community social and cultural events. In the Midwest, Mr. Tsuda received his first introduction to the nation's vast machinery for marketing, financing, speculation and trade, and to the unique role of land-grant colleges in the American agricultural system. From the Midwest, he went to the Southwest where his community experience and his study of the regional fabric began in earnest. He concentrated primarily upon the rice-producing area in East Texas and then studied the reaction of the political, educational, and social life of a single community in West Texas to its diverse agricultural activities. A brief period in the Rocky Mountain area will complete Mr. Tsuda's program under this project.

It is unfortunate that Mr. Tsuda's program had to be launched quickly and without opportunity for consultation with the Committee. However, a great deal of detail remains to be filled in for the Rocky Mountain area, and his Pacific Coast program has been kept flexible for the purpose of adding to it only as particularly meaningful contacts are possible or as he feels the need for certain additional inquiry or observation. The Institute would welcome most warmly any suggestions you might have as to persons or organizations in these areas who would be

available as contacts for Mr. Tsuda. Of special value perhaps would be persons who have an unusually significant place in public affairs in their own regions, who would know intimately the relationship of agriculture to those affairs, and who might be willing to give this young man some time and attention.

The Indonesian Government, despite a most genuine and severe shortage of experienced foreign service personnel, nominated Mr. Surjono Sastrowardojo for the project. Mr. Surjono gave up his pursuit of a career in law in 1950 to become a member of the Indonesian mission to the Vatican. Subsequently he was acting First Secretary of the mission to the Italian Government until his assignment to the United Nations delegation in June. He is thirty-four years old, ambitious and sincerely appreciative of the opportunities offered him by this project. Upon completion of his program under this project, he will be Indonesia's delegate to the Committee on Social, Humanitarian and Cultural Affairs of the UN General Assembly. It is indicative of the Indonesian Government's great interest in this experience for Mr. Surjono that, when he was chosen for the Young Diplomats Project, the Government decided to release him temporarily from his UN assignment and to send another person from Indonesia to replace him during the period of his participation.

Mr. Surjono's principal interests are in national and international political affairs, history, and social welfare, and while in the United States he is also anxious to study contemporary American expression in the arts. A program is now being developed with him which will embody the study of American political activities as its central purpose. We believe that it should, among other things, give him a first-hand insight into (1) the operations of government at the local, state, and national level, (2) the expression of popular will through elections, (3) the forces which influence those elections and also the activities ofthe elected representatives. It seems imperative that his program include also an acquaintance with media of communication and public relations, and the measurement and analysis of public opinion. He has additionally requested that the role of labor groups in political affairs be a part of his experience. Throughout his period ofparticipation, we are in mutual accord that he should take the opportunity to attend public museums, concerts,dramatic performances and in other ways observe American artistic activity whenever possible.

The Institute would find your ideas and advice regarding Mr. Surjono's activities most valuable in the determination of his program. We believe that it would be extremely profitable for him to have contact with articulate political leaders, government officials, both elected and

appointed, outstanding persons in press, radio, television and other communications media, consequential members of labor organizations and of influential pressure groups, both malignant and benign, and also with certain active cultural leaders. Your consideration and counsel as to personal contacts, organizations, regions and individual communities that would be significant to his understanding of the American political and cultural scene will be sincerely appreciated.

It is, of course, our hope that some latitude will be available to us with regard to the selection of the participant from Pakistan. Should this be the case, we should also like to tap your judgment on this problem.

Sincerely yours,

Ken

Kenneth Holland
President

I.I.E

May 19, 1954

Dear Ken:

I am sending the Institute of International Education 15 shares of the Humble Oil & Refining Co. having a market value of approximately $1000. I hope that this contribution as well as Ed Murrow's can be used for the New York Area Committee if this is possible.

If the budget has already been allocated then I leave it to your discretion to use this amount as you see fit. It has certainly taught me a lesson on rash bets!!

Cordially,

Margaret S. Lewisohn

Mr. Kenneth Holland,
Institute of International Education,
1 East 67th Street,
New York City.

I. I. E. Minutes

MEETING OF THE BOARD OF TRUSTEES
OF THE
INSTITUTE OF INTERNATIONAL EDUCATION
HELD AT 1 EAST 67TH STREET, NEW YORK CITY
Monday, May 10, 1954, 12:30 P.M.

The following members of the Board of Trustees were present:

Edward W. Barrett
Dudley B. Bonsal
Stephen P. Duggan, Jr.
Frederick S. Dunn
Kenneth Holland
Arthur A. Houghton, Jr.
Mrs. Samuel A. Lewisohn
Mrs. Millicent C. McIntosh
Benjamin E. Mays
Mrs. Maurice T. Moore
Edward R. Murrow
Mrs. Henry P. Russell
Eustace Seligman
Mark Starr
William Stevenson
George D. Stoddard
Ordway Tead

The following persons were also present:

Donald J. Shank, Executive Vice President and Secretary
Albert G. Sims, Vice President for Operations, Assistant Treasurer
Pearl G. Purcell, Executive Assistant to President, Assistant Secretary

Mr. Arthur A. Houghton, Jr., Chairman, called the meeting to order at 1:00 P.M.

I. Roll Call and Proxies

No proxies were necessary as more than a quorum was present.

II. Approval of Minutes

The minutes of the following meetings, as previously distributed, were moved, seconded and approved:

Board of Trustees Meeting, March 1, 1954
Executive Committee Meeting, April 16, 1954

III. New Members of the Board

After approval by the Board of Trustees at its last meeting of a list of potential new members, Chester Bowles, George McGhee and J. D. Zellerbach were invited to become members of the Board for a three year term beginning May 1954. They all accepted membership although regretting that they could not be present at this meeting.

The Board voted unanimously to elect the aforementioned individuals to the Corporation and the Board of Trustees of the Institute.

IV. Financial Matters

Mr. Holland reported the following action taken by the Financial Development Committee at its meeting on March 29th:

1. Honorary Trustees - In view of the present distinguished Board of Trustees it was decided that it was not advisable to have a large group of honorary trustees. It was recommended that the title "Honorary Trustee" be given to members of the Board who leave after

a long period of service, and that this might extend back to other trustees who had served during the past 35 years.

2. Individual Institute Associates - It was recommended that the Institute establish an individual associate plan to enable individuals to contribute financially to the Institute and to participate in its program.

3. Corporations - It was agreed that the former method of mass solicitation of corporations by mail be discontinued and that all approaches to corporations be made on a personal basis by an offier, director or a member of the Board.

4. Bequests - A leaflet is to be prepared to provide an opportunity for individuals to leave bequests to the Institute.

The Board accepted the report and authorized the staff to proceed with the recommended steps.

Mr. Holland pointed out that the financial position of the Institute had been satisfactory in 1952-53 and appeared equally good for this year, but that financial support problems would become acute in 1954-55 due to the declining grant from the Ford Foundation and the increased salary budget resulting from the union contract. The uncertainty of congressional action on the appropriations for the exchange of persons program may also affect adversely income for 1954-55.

Regarding the decrease in the Ford Foundation grant next year from $425,000 to $315,000 Mr. Holland emphasized that the grant this year required the Institute to maintain the regional offices at their present level ($190,000 in 1953-54) . The grant from the Ford Foundation suggested that IIE expand the base of its support with special emphasis on increased corporation gifts through the regional offices. The Institute has accelerated its fund raising activities, most particularly by spcial activities in the regional office areas, but to-date, there has been no significant increase in contributions. From the present experience it seems unlikely that these special fund raising activities would make up for the decrease in the Ford grant.

At a meeting of the regional directors in New York on May 3-5, fund raising problems had been thoroughly discussed and according to present estimates the Regional Offices will be able to raise approximately $64,000 in 1954-55 rather than the $86,000 originally estimated as coming from this source. However, in order to raise this $64,000 a very high percentage of the directors' and other staff time must be channeled into this effort which would mean a disproportionately high cost to raise the sum anticipated. It was also pointed out that the directors, by devoting such a large proportion of their time to fund raising, could not devote as much time to the professional work for which the regional offices were established.

The Board discussed what steps should be taken to demonstrate to the Ford Foundation the seriousness of the problems involved for the Institute in trying to raise funds for the regional offices which had been established and so far supported by the Foundation. It was decided that Mr. Holland should talk frankly with the Associate Director of the Ford Foundation, responsible for the activities of the Institute, about the staff's and Board's concern about the fund raising problem. At that time Mr. Holland would ascertain whether the Associate Director thought it advisable for Board members of the Institute to approach the President of the Ford Foundation concerning this problem.

V. Report on Union Negotiations

Mr. Sims reported that a draft of the union-management agreement had been approved by the Executive Committee at its meeting on April 16th. The agreement provides a salary increase averaging about 7%, (present annual cost $47,000) which includes an across the board increase, a revised increment system for all employees covered in the bargaining unit, and severance pay. The contract is for an eighteen month period through June 1955, the end of the IIE's fiscal year. The management negotiators had been assisted by a labor attorney, Sidney Sugerman, and the negotiations had been conducted in an amicable and excellent spirit. It is the opinion of the officers that the Union-Management relations have had an auspicious start and that good employee relations should result from the contract. It is also hoped that as a result of the contract, some savings could be realized through a better understanding on the part of the staff of its responsibilities which should result in greater efficiency, improvement in operations, and reduction in operating costs.

VI. Report on Donald J. Shank's trip abroad.

Mr. Shank reported on his trip to Hawaii, New Zealand, Australia, the Philippines, Indonesia, Singapore, Pakistan, Iraq, Iran, Turkey and England where he had met with Fulbright Commissions, Selection Committees, students, university and government officials, and other interested individuals to discuss the exchange of persons program.

Mr. Shank reported that he concurred in Mr. Holland's statement in 1953 that the Institute was held in encouragingly high esteem in these countries and had many friends and supporters abroad. Mr. Shank had been well impressed by the caliber of the staff who represented the United States in these countries and by the members of the Fulbright Commissions and Selection Committees.

Mr. Shank made the following general comments on areas which affected or influenced the Institute in its work:

1. Generalization about areas of the world and grouping of certain countries into areas was dangerous. He found that therewere often more differences between countries of Southeast Asia than there were similarities, and it was important in working with the Committees or students in these countries not to assume the same attitude towards a group of countries.

2. There was very great thirst for higher education in the countries he had visited. Most of the university facilities were overcrowded, academic standards were sometimes low and well trained staff members were difficult to find.

3. The Chinese in the whole area from Manila to Burma represent a serious problem since most of the Chinese throughout the area were not admitted to universities, or only in very small numbers. Although the Chinese had good secondary training, they have been educated in Chinese schools and were unprepared for higher education in terms of the language used in the country. He also pointed out that there was a continual barrage of communist propaganda aimed at the Chinese to go back to China where they would be admitted to Chinese universities.

In closing, Mr. Shank stated that the returned students are generally doing well in their own countries and although in many cases they are not in fields in which they were trained in the United States they have made substantial

progress in their careers because of their foreign training. The American students, professors and researchers were doing an excellent job abroad and were making a contribution to the universities and organizations with which they were working.

VII. Projects

Mr. Holland stated that when he returned from his trip abroad last year he had been strongly impressed with the need for assistance in the teaching of English in many countries. The Institute for the past year has been administering a project on English Teaching in Indonesia and Mr. Holland asked the Board whether they thought it desirable for the Institute to explore the possibility of taking the lead on extending projects of this type to other countries which wanted assistance in developing Enlgish teaching programs.

Mr. Shank spoke about his stay in Indonesia where he had observed the Indonesian Teaching Project. This project started several years ago when English was made the second language in Indonesia and the Indonesian government had come to IIE for help. The Institute in cooperation with the Indonesian government developed a project which was financed by the Ford Foundation. This had developed into a three way cooperative venture - the Indonesian government, the Ford Foundation and the Institute. Ten teachers were sent to Indonesia with certain basic material for the teaching of oral English. These teachers were assigned to student centers throughout Indonesia. The Indonesian government sent fifteen or twenty secondary school teachers for a five week period to each center and paid the transportation and the salary of the teachers. In the past year more then 1,000 junior high school teachers have had the training. The project is to go ahead for a second year and the Indonesian government will carry even more of the cost than in the first year. It is anticipated that in a year or two the project will reach thousands of teachers who are required to teach English in the schools.

Mr. Shank said he thought this program has had a real impact on the country where it is being conducted because it represents genuine cooperation and is reaching a designated audience for a specific purpose.

It was the Board's opinion that the extension of the Indonesian English Teaching Project to other nations where it is needed and wanted by governments would be a very worthwhile endeavor for the Institute.

VIII. Other Matters

The Chairman raised a question as to the time and content of future meetings. It was his opinion that many reports could be put in writing which the Board members could read prior to the meeting and that the meetings should start at 4 or 4:30 in the afternoon. Important business matters could be taken up in an hour or an hour and a half to be followed by dinner and a discussion of one or two major international matters related to the Institute's work which would last until 9 or 9:30 p.m. It was agreed that the entire Board should be polled for their opinion as to such a procedure and several members present indicated that they agreed with the idea.

The meeting adjourned at 3:30 p.m.

Respectfully submitted,

Donald J. Shank
Secretary

TO Mr. Murrow

FROM ECP

4/1/54 -

Mr. Salant asked me to send you this.

re McCarthy Program 4/6/54

Murrow's response data

INSTITUTE OF INTERNATIONAL EDUCATION

Founders: Stephen P. Duggan, Nicholas Murray Butler, Elihu Root.

Organized: 1919.

Principal sources of finance:

(a) Carnegie Endowment for International Peace supported the Institute, in the main, for the first 15 years of its existence. U.S.A. a substantial contributor since 1943.

(b) Finances at present:

Principal Sources of IIE Income*
1949-1954

(All Figures Approximate)

	1949	1950	1951	1952	1953	1954
Government	$120,000	$250,000	$580,000	$490,000	$550,000	$560,000
3 Foundations**	230,000	240,000	230,000	230,000	180,000	230,000
Other	70,000	70,000	100,000	150,000	200,000	180,000
Ford	--	--	2,500	340,000	425,000	590,000

Stated objectives: "To develop mutually helpful relations between the United States and foreign countries through educational agencies" (1928)

To use educational means to "overcome the great

---

* Source: 2/19/54 Historical Review.

** Carnegie, Rockefeller and Commonwealth.

ignorance of the civilization and problems of foreign countries that the [first world] war disclosed as existing, and a similar ignorance of American civilization that existed in foreign countries" (1938)

"To encourage cultural relations among different nations regardless of their forms of government or ways of life." (1939; 1954).

Government affiliations:

1938--At State Department request, instituted campaign to counteract Nazi propaganda in South American countries.

War Period--Made files accessible to State Department for information as to personnel placed by Institute. Similar information refused to State Department in post-war years.

Administered Government scholarship programs under:

Contracts with U.S. Army

Smith-Mundt Act

Fulbright Act

Mutual Security Agency

Technical Cooperation Administration

In post-war years, U.S. Government has been one of principal sources of funds handled by the Institute.

Trustees (1935-1952):

Arthur S. Adams	1950-1953
Raymond B. Allen	1950-1954
Frank Altschul	1948-1954
Frank Aydelotte	1925-1942

L. H. Baekeland	1923-1943
Edward W. Barrett	1948-1950
William W. Bishop	1931-1946
Sarah G. Blanding	1947-1952
Dudley B. Bonsal	1949-1954
Lindsay Bradford	1947-1953
Thomas E. Braniff	1951-1953
Ralph J. Bunche	1950-1952
Erwin C. Canham	1948-1952
Samuel P. Capen	1925-1946
Harry J. Carman	1942-1952
William G. Carr	1950-1953
Everett N. Case	1950-1952
J. McKeen Cattell	1930-1940
Joseph P. Chamberlain	1933-1949
Arthur H. Compton	1948-1953
John S. Dickey	1947-1950
Laurence Duggan	1946-1948
Stephen Duggan	1920-1950
Stephen Duggan, Jr.	1950-1953
John Foster Dulles	1931-1947
Frederick S. Dunn	1950-1952
Milton Eisenhower	1951-1953
Livingston Farrand	1928-1940
Virginia Gildersleeve	1927-1949
Kenneth Holland	1950-1954
Arthur A. Houghton, Jr.	1951-1954
Bryn J. Hovde	1947-1951
Walter A. Jessup	1935-1945
Alvin Johnson	1929-1947
Walter Kotschnig	1947-1952
Thomas W. Lamont	1932-1947
Waldo G. Leland	1941-1949
Samuel A. Lewisohn	1947-1953
Benjamin E. Mays	1948-1954
Leonard McCollum	1949-1954
J. Hillis Miller	1948-1952
John Bassett Moore	1920-1946
Mrs. Maurice T. Moore	1948-1953
Paul Monroe	1920-1947
Henry Morgenthau	1920-1947
Edward R. Murrow	1931-1952
William A. Neilson	1941-1946
James M. Nicely	1947-1953
C. Lathrop Peck	1928-1939
Arthur W. Packard	1931-1950
Henry S. Pritchett	1920-1939
Philip Reed	1947-1950
Dorsey Richardson	1948-1953

Mrs. Henry Potter Russell	1950-1952
Leland Rex Robinson	1951-1953
Michael Ross	1948-1951
William F. Russell	1932-1940
Eustace Seligman	1951-1954
G. Howland Shaw	1946-1948
George N. Shuster	1948-1949, 1951-1954
Walter A. Siders	1930-1938
Robert G. Sproul	1949-1950
Mark Starr	1948-1952
George D. Stoddard	1948-1952
Jack Strauss	1949-1950
Ordway Tead	1948-1954
Juan Trippe	1947-1954
Eliot Wadsworth	1931-1936
Mary E. Woolley	1920-1947
George F. Zook	1947-1950

ERM connection:

Trustee, 1931 to date.

Assistant Director, 1931 to .

Member Executive Committee (Dates?).

Member, Advisory Council for Summer Session of the Anglo-American Institute of the First Moscow University Summer School, 1933-1935.

Statistics on Exchanges*
1919-1954

Foreign Professors and Specialists to U.S.A.	1,977
Foreign Students to U.S.A.	18,875
American Professors Abroad	54**
American Students Abroad	8,839
Total, 1919-1954	29,745
Total, 1945-1954	21,116

* Source: 2/19/54 Historical Review.

** Only in years 1919-1924.

ANGLO-AMERICAN INSTITUTE OF THE FIRST MOSCOW UNIVERSITY

Dates of connection: 1934-1935.

Origins: Experimental session of 25 persons at the American Summer School in Russia in 1933, under auspices of Zorbaugh (NYU), Kulp (Teachers' College, Columbia U.), Sollins (reputedly of NYU). Based on success of this venture, Soviet educational authorities organized Anglo-American Institute to offer regular instruction in English-Speaking summer courses. (IIE Summer School Announcement).

History: Operated summer session in 1934, with approximately 150 American students and teachers in Moscow for three weeks of courses accompanied and followed by Soviet-conducted tours. Session scheduled for 1935, but cancelled on or immediately prior to commencement by Soviet authorities. IIE thereafter severed connections with the Anglo-American Section. Arrangements satisfactory to the students, but not under auspices of the Institute, were made by the Soviets for the 200-odd students, who had then already arrived in the U.S.S.R. (See 16th Annual Report of the Director, 10/1/35, p. 11.)

Relation of ERM: Member of "Advisory Council" with Counts, Heber (Advisors), W. W. Charters, H. W. Chase, John Dewey, Stephen Duggan, Hallie Flanagan, F. P. Graham, R. M. Hutchins, Charles H. Judd, I. L. Kandel, Robert L. Kelly, John

A. Kingsbury, Susan M. Kingsbury, Paul Klapper, Charles R. Mann, W. A. Neilson, H. W. Odum, W. F. Russell, H. W. Tyler, E. H. Wolkins, F. W. Withers. T. Woody, H. W. Zorbaugh.

Institute files indicate that ERM handled funds in connection with the summer school to the extent of transmitting them to Sollins, the active manager of the program.

Contemporaneous publicity: Editorial comment in Pittsburgh Sun-Telegraph (Hearst) in issue for February 18, 1935, attacked the summer school for fostering revolution, etc. No indication that this contributed in any way to cancellation of the 1935 session.

Nature of Summer Session in 1934 (see Report for the Institute):

Inclusive dates: July 20 to August 15 (3-1/2 weeks), followed by tours.

Sessions were followed by Soviet-conducted excursions to various institutions, as: galleries, museums, schools, clinics, with accent on sociology and education.

Courses announced in Institute publicity were:

Comparative Art & Literature in U.S.S.R.
Elementary Education in U.S.S.R.
Secondary & Higher Education in U.S.S.R.
Experimental Educational Programs in U.S.S.R.
Institutional Changes in the Soviet Union
Social Backgrounds of Communist Society
Political Economics of the Construction Period
Psychological Research in the Soviet Union
Advanced Russian Phonetics & Grammar
Seminar in Soviet Social & Cultural Life
Crime and Punishment in the Soviet Union

Declared purposes of Summer Session:

". . . a means of furthering cultural contacts between American, English and Russian teachers and students."

". . . to provide foreign visitors to Soviet Russia with the academic facilities and programs necessary for serious study and research; . . . to publish material on Soviet educational, social and cultural movements for the information and use of educators and students in all English speaking countries . . . ."

"The spirit of the Anglo-American Institute is that of the true Soviet school. In its student organizations and student control of all physical and academic problems, the visitor to the institute will be enabled to see the workings of a Soviet University. Cultural and social activities will be provided for through the cooperation of Russian student bodies . . . In view of the imminence of the recognition of Soviet Russia by the United States, added importance attaches to an international education venture of this sort which seeks to further develop a more intimate contact between the students and educators of both countries."

Financial support: Tuition: $20 per course, with registration fee of $2.50, payable to Anglo-American Institute, First Moscow University, 545 Fifth Avenue, N.Y.C. (Address of "Intourist").

Not clear from available Institute files that passage money, living expenses, etc., were paid by individuals. This was evidently the case, however, from a letter by Stephen Duggan to Skvirsky, 9/18/34, commenting on aspects of the 1934 session in which he said (p. 2) that he considered Intourist (official Soviet travel agency in this country) to be "a mere profit making scheme of the ordinary capitalistic kind, viz.:

they want to get the biggest return for the least possible outlay."

No indication exists that the Soviet Government underwrote the Summer School's finances in any way, or contributed any funds to the Institute. It did evidently bear some expenses, as the salary of a liaison man between the University officials and the student group. See Duggan letter, p. 4.

Position of Intourist: Official Soviet travel agency for foreign countries.

Evidently acted as clearing house for visa matters, passages, etc. (Cf., IPR hearings, pp. 5161, 5162, 5191).

See note above as to Duggan's view of Intourist as an ordinary "capitalistic" venture by the Soviets.

Position of VOKS: Per Duggan letter of 9/18/34 to Skvirsky, VOKS was directly responsible for physical accommodations of Summer School registrants and was one of the Soviet agencies with which summer school authorities (Sollins, and, to at least an extent, Duggan) dealt.

Told name means "Society for Cultural Relations with Foreign Countries" (IPR report, p. 20). Aim was (a) importation of literature, (b) exportation of literature, (c) invitation of students, artists, etc., from other countries to U.S.S.R. Per testimony before McCarran Committee, it checked persons

thoroughly and obtained NKVD clearance before inviting him, then would send tickets, etc. (IPR report, p. 37). Described (ibid.) as "cover organization" for getting information to Soviet intelligence and "sending infiltration of ideas and selling Communist ideas to the West."

Per report of Secretary General of IPR, 12/20-31/34, at that time VOKS represented 218 institutions and societies in the U.S.S.R. in the establishment of relationships with similar organizations elsewhere; furnished facilities to foreign students; "arranged for the American Institute which was held in Moscow last summer" (IPR Hearings, p. 4505; Report, p. 37).

Per the McCarran Committee (IPR report, p. 149), Carter, in 1937, said that Vox, in charge of all arrangements for visiting U.S.S.R., worked closely with the secret police; that Smirnov, its president, said it was important that social opinions and interests of "important Americans" be known to it.

Per E. C. Carter (IPR Report, p. 175), in 1937 VOKS paid all Carter's expenses from Vladivostok to Moscow on a trip in 1937--"thus in fact adding several hundred dollars to" the IPR treasury.

<u>Contemporaneous Institute programs with other countries</u> (see Institute Report for 10/1/35):

<u>Summer Schools</u>:

The Institute was accepting registrations, in 1935,

for foreign summer schools in five countries: England, Austria, France, Germany and Switzerland.

Other Programs:

The Institute placed, for 1935-36, fellowship and scholarship students in Austria, China, Czechoslovakia, France, Germany, Hungary, Italy, Spain and Switzerland. Only one student (out of a total of 200) was placed in Spain. Two Spanish students (out of a total of 159) were placed by the Institute in U.S. institutions. No exchanges were effected with Russia.

Total Russian Students in U.S.

Tabulation by Institute shows following figures for Russian students and total foreign students in U.S. in years 1923-1935:

	Russian	Total
1923-24	391	6,984
1925-26	515	6,960
1926-27	340	7,541
1928-29	501	9,685
1930-31	473	9,961
1931-32	417	8,688
1932-33	327	6,894
1933-34	169	5,805
1934-35	152	5,887

Russian attitude toward Institute:

Per Duggan letter of 9/18/34, difficulties in relations with Soviet officials during 1934 session were not due to any hostility or apparent suspicion on the Russians' part,

but to plain inefficiency among them. Relations were sufficiently uneasy so that Duggan was prepared to sever IIE connection with the Anglo-American Institute if student reports on the 1934 session were generally unfavorable. It was not cancelled on this ground, and plans went forward for a 1935 session.

Per Institute's 16th Annual Report of the Director, cancellation of the 1935 session was effected by the Russians, after the arrival of some 200 American students, on the ground that the English-speaking professors had been requisitioned for government work.

In 1946, the U.S. Department of State requested the Institute to make a survey of colleges and universities in the U.S. to determine if there existed any interest in U.S.-Soviet exchanges of students, professors and specialists. A favorable response was obtained, but the Soviet government, when approached by the State Department, indicated it was not prepared even to discuss the matter (see Vol. XXIV, No. 9, pp. 18-19, of IIE News Bulletin, 6/1/49).

In 1948, the Communist press attacked the Institute and Stephen Duggan, E. R. Murrow, Foster Dulles, Thomas Lamont and Virginia Gildersleeve, as trustees, in an article entitled "The High Aims of Mr. Duggan", printed in Uchitelskaya Gazeta ("Teacher's Gazette"), No. 5, dated January 30, 1948. The

Institute was described as "the centre of international propaganda for American reaction, the nursery of a special detachment of American residents in all parts of the globe . . . a monopoly American Institution for international pedagogic relations, for training legal 'pedagogic' spies and informers and for establishing an 'American Column' in every country." A full translation (summary?) is attached.

Endorsements By Prominent People: *

"The United States Government has also endeavored to foster such educational interchange in every way possible. The cooperation and assistance which it has received in this program from the Institute, and from the colleges and universities of this country, have been deeply appreciated. I am sure that the plan of the Institute for expanding its services will increase its rich experience in educational exchange and further benefit this country in its cultural relations with other nations."--Harry S. Truman.

"In these troubled days, the far-sighted policy of international education has become a firm foundation on which will ultimately rest the peace for which all the world is so earnestly yearning. I can assure you of my very best wishes and my full cooperation in the great achievements that lie ahead for the Institute of International Education."--Dwight D. Eisenhower.

"Further development of the Institute should be of distinct advantage to the perpetuation of the ideals of UNESCO."--Robert Hutchins.

"The Institute in reaching its thirtieth anniversary as a private organization which has so long recognized and fulfilled its obligation, deserves the thanks of the citizens of the U. S. and a deep appreciation of the services your Institute has rendered."--Eleanor Roosevelt.

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* Source: IIE pamphlet published in December, 1948, used for Institute publicity.

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INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

March 16, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

Attached is a copy of my letter of March 13th to Mr. Frank Starzel, General Manager of the Associated Press, which I believe is self-explanatory. I would be interested in learning if anyone has reported to you that they heard the garbled AP wire service dispatch.

As you know, we are calling a meeting of Board members in New York City for Friday, March 19th and will keep you advised of any developments.

Sincerely yours,

Ken

Kenneth Holland
President

Encl.

COPY

March 13, 1954

Special Delivery

The Associated Press
50 Rockefeller Plaza
New York, N. Y.

Attention of: Mr. Frank Starzel, General Manager

Dear Sirs:

On Friday, March 12, 1954 this Institute received information that various broadcasters had made statements to the effect that this Institute is a "communist propaganda school". We immediately contacted two broadcasting stations, WGMS - FM, Washington, D.C., and WWRL - FM, New York, and were shocked to learn that this false statement was read by their announcers from an AP wire service dispatch. We thereupon made inquiries of your office and ascertained that at 7:38 P.M. on Thursday, March 11, AP sent from its Washington office to all of its members a wire dispatch containing the following paragraph:

> "Classing Murrow with what he termed the 'extreme left wing bleeding heart elements of television and radio', McCarthy said he had a 1935 clipping from the Pittsburgh Sun-Telegraph listing Edward R. Murrow as American adviser to a communist propaganda school, the Institute of International Education."

It appears from other press statements that Senator McCarthy was misquoted in your dispatch and that the above statement referring to this Institute originated with AP.

We understand that some time later Thursday evening AP sent another dispatch to its members deleting the reference to this Institute. However, it appears that the paragraph as originally written was used by many of your members throughout the United States.

I hope that AP will send to me without delay a letter of retraction and apology inasmuch as a meeting of my Board will be held next week to consider what action the Institute should take in the matter.

For your information, we enclose a copy of our annual report for the year 1953 which describes the work of the Institute and contains the names of its officers and trustees.

Very truly yours,

Kenneth Holland
President

S. S. E. Corres.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

April 6, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, N. Y.

Dear Ed:

With reference to my letter of March 16, concerning the garbled story on the McCarthy-Lewis radio broadcast of March 11 sent out on the AP wire services, I am enclosing a copy of a letter of apology received from Mr. Frank Starzel, General Manager of the Associated Press.

We believe this letter should not be given any publicity since it would only call attention to the story which, in all probability, has been forgotten by this time. However, the attached copy of the AP letter might be of assistance to you in case any questions are raised concerning the garbled AP story.

I would also like to remind you that the next full meeting of the Board of Trustees is scheduled for Monday, May 10, from 12:30 P.M. (beginning with lunch) and continuing through to 5:00 P.M. We expect to discuss the above matter in full at that meeting and I hope you can be with us.

Sincerely yours,

Ken

Kenneth Holland
President

Encls.

THE ASSOCIATED PRESS
General Office
50 Rockefeller Plaza
New York 20, N.Y.

March 29, 1954.

Mr. Kenneth Holland,
President, Institute of International Education,
1 East 67th Street,
New York 21, N.Y.

Dear Mr. Holland:

The Associated Press in a news dispatch, dated March 11, 1954, and made available to radio stations, reported a statement by Senator Joseph R. McCarthy on a radio broadcast making reference to the Institute of International Education.

The news dispatch quoted Senator McCarthy as saying, among other things, that he had a 1935 clipping from the Pittsburgh Sun-Telegraph listing Edward R. Murrow as American adviser to a communist propaganda school, the Institute of International Education.

The reference to the Institute of International Education in the Associated Press dispatch was the result of an erroneous interpretation placed upon a statement made by Senator McCarthy.

What Senator McCarthy said was:

> "* * * I have in my hand a copy of the Pittsburgh Sun-Telegraph. It's dated February 18, 1935. The headline, 'American Advisers - American Advisers to Communist Propaganda School.' You'll see there's reproduced the front of a booklet entitled 'Moscow University Summer Session' and on the National Advisory Council, Edward R. Murrow, Assistant Director, Institute of International Education."

The error in the Associated Press news dispatch was detected and corrected within a period of approximately half an hour after it was released. A corrective report was then immediately sent to all of those who had received the original dispatch.

The next day - March 12, 1954 - The Associated Press sent a further dispatch to its member newspapers and radio stations containing a statement by Mr. Albert Sims, as Vice President of the Institute of International Education, which gave an account of the Institute's activities and purposes; also the names of the members of its Board of Trustees.

We regret the error that was made. Under the circumstances, I am sure that you and the Board of Trustees will appreciate that everything possible was done to correct the error and to correct any misapprehension that could have resulted concerning the Institute of International Education.

Very truly yours,

Frank J. Starzel
General Manager

S.S.E. Corres.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

April 14, 1954

TO: Ed Murrow (for your information-sent to all Board members)

FROM: Kenneth Holland

Attached is the statement made by Senator McCarthy on the Murrow television program Tuesday, April 6th, in which the Institute is mentioned. Also attached is a statement issued by Arthur A. Houghton, Jr., Chairman of the Board of Trustees, which was released after the broadcast. I would appreciate your letting me know whether you have received any reactions to this television broadcast. Thus far we have not heard any repercussions.

Encls.

SENATOR JOSEPH R. MCCARTHY

Now, ordinarily - ordinarily, I would not take time out from the important work at hand to answer Murrow. However, in this case I feel justified in doing so because Murrow is a symbol, the leader and the cleverest of the jackal pack which is always found at the throat of anyone who dares to expose individual Communists and traitors. I am compelled by the fact to say to you that Mr. Edward R. Murrow, as far back as 20 years ago was engaged in propaganda for Communist causes. For example, the Institute of International Education, of which he was the Acting Director, was chosen to act as a representative by a Soviet Agency to do a job which would normally be done by the Russian secret police. Mr. Murrow sponsored a Communist school in Moscow in the selection of American students and teachers who were to attend Mr. Murrow's organization, acting for the Russian espionage and propaganda organization known as VOKS V-O-K-S. Many of those selected were later exposed as Communists. Murrow's organization selected such notorious Communists as John Bovington who was fired by the U. S. Government after his Communist activities were concerned. Others, such as Oakley Johnson, Isidore Bigun, David Sabadowsky. Incidentally, Sabadowsky was forced out of the United Nations when my Chief Counsel presented his case to the Grand Jury and gave a picture of his Communist activities.

Excerpt from "See It Now" 4-6-54

Statement issued by Arthur A. Houghton, Jr.,
Chairman of the Board of Trustees

Senator McCarthy's remarks concerning the Institute of International Education in his Murrow broadcast last evening are so irresponsible and so far from the actuality as to be undeserving of a reply.

The history of the Institute in this field of international education - dealing with students in 81 foreign countries - is a distinguished record, available to any seriously interested person.

Mr. Murrow

SEE IT NOW with EDWARD R. MURROW - MARCH 9,1954

MURROW: Good evening. Tonight SEE IT NOW devotes its entire half hour to a report on Senator Joseph R. McCarthy told mainly in his own words and pictures. But first ALCOA would like you to meet a man who has been with them for 50 years.

(COMMERCIAL)

MURROW: Because a report on Senator McCarthy is by definition controversial we want to say exactly what we mean to say and I request your permission to read from the script whatever remarks Murrow and Friendly may make. If the Senator believes we have done violence to his words or pictures and desires to speak, to answer himself, an opportunity will be afforded him on this program. Our working thesis tonight is this question.

"If this fight against Communism is made a fight ~~against~~ between America's two great political parties the American people know that one of these parties will be destroyed and the Republic cannot endure very long as a one party system."

We applaud that statement and we think Senator McCarthy ought to. He said it, 17 months ago in Milwaukee.

MC CARTHY: The American people realize this cannot be made a fight between America's two great political parties. If this fight against Communism is made a fight between America's two great political parties the American people know that one of those parties will be destroyed and the Republic cannot endure very long as a one party system.

MURROW: Thus on February 4th,1954, Senator Mc Carthy spoke of one party's treason. This was at Charleston, West Virginia where there were no cameras running. It was recorded on tape.

MC CARTHY: The issue between the Republicans and Democrats is clearly drawn. It has been deliberately drawn by those who have been in charge of 20 years of treason. The hard fact is - the hard fact is that those who wear the label, those who wear the label Democrat wear it with the stain of a historic betrayal.

MURROW: 17 months ago Candidate Eisenhower met Senator McCarthy in Green Bay, Wisconsin and he laid down the ground rules on how he would meet Communism if elected.

EISENHOWER: This is a pledge I make. If I am charged by you people to be the responsible head of the Executive Department it will be my initial responsibility to see that subversion, disloyalty, is kept out of the Executive Department. We will always appreciate and welcome Congressional investigation but the responsibility will rest squarely on the shoulders of the Executive and I hold that there are ample powers in the government to get rid of these people if the Executive Department is really concerned in doing it. We can do it with absolute assurance.

(APPLAUSE)

This is America's principle; Trial by jury, of the innocent until proved guilty, and I expect to stand to do it.

MURROW: That same night in Milwaukee, Senator McCarthy stated what he would do if the General was elected.

MC CARTHY: I spent about a half hour with the General last night. While I can't -- while I can't report that we agreed entirely on everything -- I can report that when I left that meeting with the General, I had the same feeling as when I went in, and that is that he is a great American, and will make a great President, an outstanding President. But I want to tell you tonight, tell the American people as long as I represent you and the rest of the American people in the Senate, I shall continue to call them as I see them regardless of who happens to be President.

MURROW: November 24th, 1953.

MC CARTHY: A few days ago I read that President Eisenhower expressed the hope that by election time in 1954 the subject of Communism would be a dead and forgotten issue. The raw, harsh unpleasant fact is that Communism is an issue and will be an issue in 1954.

MURROW: On one thing the Senator has been consistent... Often operating as a one-man committee, he has traveled far, interviewed many, terrorized some, accused civilian and military leaders of the past administration of a great conspiracy to turn the country over to Communism, investigated and substantially demoralized the present State Department, made varying charges, of espionage at Fort Monmouth. (The Army says it has been unable to find anything relating to espionage there.) He has interrogated a varied assortment of what he calls "Fifth Amendment Communists." Republican Senator Flanders of Vermont said of McCarthy today;

"He dons war paint; he goes into his war dance; he emits his war whoops; he goes forth to battle and proudly returns with the scalp of a pink Army dentist."

Other critics have accused the Senator of using the bull whip and smear. There was a time two years ago when the Senator and his friends said he had been smeared and bull whipped.

MR. KEEFE: You would sometimes think to hear the quartet that call themselves "Operation Truth" damning Joe McCarthy and resorting to the vilest smears I have ever heard. Well, this is the answer, and if I could express it in what is in my heart right now, I would do it in terms of the poet who once said:

Ah 'tis but a dainty flower I bring you,
Yes, 'tis but a violet, glistening with dew,
But still in its heart there lies beauties concealed
So in our heart our love for you lies unrevealed.

MC CARTHY: You know, I used to pride myself on the idea that I was a bit tough, especially over the past 18 or 19 months when we have been kicked around and bull whipped and damned. I didn't think that I could be touched very deeply. But tonight, frankly, my cup and my heart is so full I can't talk to you.

MURROW: But in Philadelphia, on Washington's Birthday, 1954, his heart was so full he could talk. He reviewed some of the General Zwicker testimony and proved he hadn't abused him.

MCCARTHY: Nothing is more serious than a traitor to this country in the Communist conspiracy. Question: Do you think stealing $50 is more serious than being a traitor to the country and a part of the Communist conspiracy?
Answer: That, sir, was not my decision.

Shall we go on to that for a while? I hate to impose on your time. I just got two pages. This is the abuse which is... the real meat of abuse, this is the Official reporter's record of the hearing. After he said he wouldn't remove that General from the Army who cleared Communists, I said: "Then General, you should be removed from any Command. Any man who has been given the honor of being promoted to General, and who says,'I will protect another general who protects Communists,' is not fit to wear that uniform, General."

(APPLAUSE)

"I think it is a tremendous disgrace to the Army to have to bring these facts before the public but I intend to give it to the public, General, I have a duty to do that. I intend to repeat to the press exactly what you said so that you can know that and be back here to hear it, General."

And wait 'til you hear the bleeding hearts scream and cry about our methods of trying to drag the truth from those who know, or should know, who covered up a Fifth Amendment Communist Major. But they say, 'Oh, it's all right to uncover them but don't get rough doing it, McCarthy.'

MURROW: But two days later, Secretary Stevens and the Senator had lunch, agreed on a memorandum of understanding, disagreed on what the small type said.

STEVENS: I shall never accede to the abuse of Army personnel under any circumstance including committee hearings. I shall not accede to them being brow beaten or humiliated. In the light of those assurances although I did not propose cancellation of the hearing, I acceded to it. If it had not been for these assurances, I would never have entered into any agreement whatsoever.

MURROW: Then President Eisenhower issued a statement that his advisers thought censored the Senator, but the Senator saw it as another victory, called the entire Zwicker case "a tempest in a teapot."

MC CARTHY: If a stupid, arrogant or witless man in a position of power appears before our Committee and is found aiding the Communist Party, he will be exposed. The fact that he might be a General places him in no special class as far as I am concerned. Apparently --apparently, the President and I now agree on the necessity of getting rid of Communists. We apparently disagree only on how we should handle those who protect Communists. When the shouting and the tumult dies the American people and the President will realize that this unprecedented mud slinging against the Committee by the extreme left wing elements of press and radio were caused solely because another Fifth Amendment Communist was finally dug out of the dark recesses and exposed to the public view.

MURROW: Senator McCarthy claims that only the left wing press criticized him on the Zwicker case. Of the 50 large circulation newspapers in the country, these are the left wing papers that criticized. These are the ones which supported him. The ratio is about three to one against the Senator. Now let us look at some of these left wing papers that criticized the Senator.

The Chicago Tribune; McCarthy will better serve his cause if he learns to distinguish the role of investigator from the role of avenging angel.

The New York Times; The unwarranted interference of a demagogue - a domestic Munich.

The Times Herald, Washington: Senator McCarthy's behavior towards Zwicker is not justified.

Then Herald Tribune of New York: McCarthyism involves assault on Republican assets.

Milwaukee Journal: The line must be drawn and defended or McCarthy will become the government.

The Evening Star of Washington: It was a bad day for everyone who resents and detests the bully boy tactics which Senator McCarthy often employs.

The New York World Telegram: Bamboozling, bludgeoning, distorting.

St. Louis Post Dispatch: Unscroupulous bullying. What tragic irony - the President's advisers keep him from doing what ever decent instinct must command him to do.

That is the ratio from three to one of the left wing press.

There was one other interesting quote on the Zwicker controversy, and it came from the Senator himself.

MCCARTHY: May I say that I was extremely shocked when I heard that Secretary Stevens told two Army officers they had to take part in the cover up of those who promoted and coddled Communists. As I read his statement, I thought of that quotation "On what meat doth this, our Caesar, feed?"

MURROW: And upon what meat does Sen. McCarthy feed? Two of the staples of his diet are the investigations (protected by immunity) and the half truth. We herewith sumbit samples of both. First, the half truth. This was an attack on Adlai Stevenson at the end of the '52 campaign. President Eisenhower, it must be said, had no prior knowledge of it.

MCCARTHY: I perform this unpleasant task because the American people are entitled to have the coldly documented history of this man who says he wants to be your President. But Strangely, Alger--I mean Adlai...but let's move on to another part of the jigsaw puzzle. While you may think that there can be no connection between the debonair Democrat candidate and a dilapidated Massachusetts barn, I want to show you a picture of this barn and explain the connection. Here is the outside of the barn. Give me the picture of the inside of the barn. Here is the outside of the barn at Lee, Mass. It looks as though it couldn't house a farmer's cow or goat. Here's the inside. (Showing picture) A beautiful, panelled conference room with maps of the Soviet Union. What way does Stevenson tie up with that?

My -my investigators went out and took pictures of the barn after we had been tipped off what was in it. Tipped off that there was in this barn all the missing documents from the Communist front-IPR. The IPR which was named by the McCarran Committee- named before the McCarran Committee as a coverup for Communist espionage. Let's take a look at the photostat of the document taken from the Massachusetts barn. One of those documents which was never supposed to see the light of day. Rather interesting it is. This is a document which shows that Alger Hiss and Frank Coe recommended Adlai Stevenson to the Mount Tremblant Conference which was called for the purpose of establishing foreign policy--post-war policy in Asia. As you know, Alger Hiss is a convicted traitor, Frank Coe is a man who has been named under oath before the Congressional Committee seven times as a member of the Communist Party. Why, why Hiss and Coe find that Adlai Stevenson is the man they want representing them at this conference? I don't know. Perhaps Adlai knows.

MURROW: But Sen. McCarthy didn't permit his audience to hear the entire paragraph. This is the official record of the McCarran hearings and anyone could have bought it for two dollars. Quote: "Another possibility for the Mount Tremblant Conferences on Asia is someone from Knox' office or Stimson's office." (Frank Knox was our wartime Secretary of the Navy; Henry Stimson our Secretary of the Army, both distinguished Republicans) Coe and Hiss mentioned Adlai Stevenson, one of Knox' special assistants and Harvey Bundy, former Assistant Secretary of State under Hoover, and now assistant to Stimson because of their jobs.

We read from this documented record not in defense of Mr. Stevenson, but in defense of truth. Specifically, Mr. Stevenson's identification with that red barn was no more, no less than that of Knox, Stimson, or Bundy. It should be stated that Mr. Stevenson was once a member of the Institute of Pacific Relations. But so were such other loyal Americans as Sen. Ferguson, John Foster Dulles, Paul Hoffman, Henry Luce, and Herbert F. Hoover. Their association carries with it no guilt, and that barn has nothing to do with any of them.

Now a sample investigation. The witness was Reed Harris, for many years a civil servant in the State Department directing the information service. Harris was accused of helping the Communistic cause by curtailing some broadcasts to Israel. Sen. McCarthy summoned him and questioned him about a book he had written in 1932.

MCCARTHY: Mr. Reed Harris, your name is Reed Harris? ANSWER: That's right.

MCCARTHY: You wrote a book in '32, is that correct? ANSWER: Yes, I wrote a book and as I testified in executive session --

MCCARTHY: At the time you wrote the book--pardon me, go ahead, I'm sorry, proceed.

ANSWER: --at the time I wrote the book the atmosphere in the universities of the United States was greatly affected by the great depression then in existence, the attitudes of students, the attitudes of the general public were considerably different than they are at this moment, and for one thing there certainly was no awareness to the degree that there is today of the way the Communist Party works.

MCCARTHY: You attended Columbia University in the early thirties, is that right.

ANSWER: I did, Mr. Chairman.

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MC CARTHY: Will you speak a little louder, sir?
Answer: I did, Mr. Chairman.

MC CARTHY: And you were expelled from Columbia?
Answer: I was suspended. from classes on April 1, 1932. I was later reinstated and I resigned from the University.

MC CARTHY: You resigned from the University. Did the Civil Liberties Union provide you with an attorney at that time?
Answer: I had many offers of attorneys and one of those was from the American Civil Liberties Union, yes.

MC CARTHY: The question is did the Civil Liberties Union supply you with an attorney?
Answer: They did supply an attorney.

MC CARTHY The answer is yes?
Answer: The answer is yes.

MC CARTHY: You know the Civil Liberties Union has been listed as a front for and doing the work of the Communist Party?
Answer: Mr. Chairman this was 1932.

MC CARTHY I know it was 1932, Do you know they since have been listed as a front for and doing the work of the Communist Party?
Answer: I do not know that they have been listed so, sir.

MC CARTHY You don't know they have been listed?
Answer: I have heard that mentioned or read that mentioned.

MC CARTHY You wrote a book in 1932. I'm going to ask you again at the time you wrote this book did you feel that professors should be given the right to teach sophomores that marriage "should be cast off of our civilization as antiquated and stupid religious phenomena?" Was that your feeling at that time?
Answer: My feeling was that professors should have the right to express their considered opinions on any subject whatever they were, sir.

MCCARTHY: I'm going to ask you this question again. ANSWER: That includes that quotation, they should have the right to teach anything that came to their mind as being a proper thing to teach.

MCCARTHY: I'm going to make you answer this. ANSWER: I'll answer yes, but you put an implication on it and you feature this particular point out of the book which of course is quite out of context, does not give a proper impression of the book as a whole. The American public doesn't get an honest impression of even that book bad as it is, from what you are quoting from it.

MCCARTHY: Then let's continue to read your own writings. ANSWER: 21 years ago again.

MCCARTHY: Yes, we shall try and bring you down to date if we can.

ANSWER: Mr. Chairman, two weeks ago Sen. Taft took the position that I taught 21 years ago, that Communists and Socialists should be allowed to teach in the schools. It so happens nowadays I don't agree with Sen. Taft as far as Communist teachers in the schools is concerned because I think Communists are in effect a plainclothes auxiliary of the Red Army, the Soviet Red Army, and I don't want to see them in any of our schools teaching.

MCCARTHY: I don't recall Sen. Taft ever having any of the background that you have got. ANSWER: I resent the tone of this inquiry very much, Mr. Chairman. I resent it not only because it is my neck, my public neck that you are I think very skillfully trying to wring, but I say it because there are thousands of able and loyal employees in the Federal government of the United States who have been properly cleared according to the laws and the security practices of their agencies as I was, unless the new regime says no. I was before.

QUESTION: Do you think this book you wrote then did considerable harm? Its publication might have had adverse influence on the public by an expression of views contained in it?

ANSWER: The sale of that book was so abysmally small, it was so unsuccessful that a question of its influence, really you can go back to the publisher, you'll see it was one of the most unsuccessful books he ever put out. He's still sorry about it just as I am.

QUESTION: Well I think that's a compliment to American intelligence I will say that.

MURROW: Sen. McCarthy succeeded only in proving that Reed Harris had once written a bad book which the American people had proved 22 years ago by not buying it, which is what they eventually do with all bad ideas. As for Reed Harris, his resignation was accepted a month later with a letter of commendation. McCarthy claimed it was a victory. The Reed Harris hearing demonstrates one of the Senator's techniques. Twice he said the American Civil Liberties Union was listed as a subversive front. The Attorney General's list does not and has never listed the AGLU as subversive nor does the FBI or any other government agency. And the American Civil Liberties Union holds in its files letters of commendation from President Eisenhower, President Truman, and Gen. MacArthur.

Now let us try to bring the McCarthy story a little more up to date. Two years ago Sen. Benton of Conn. accused McCarthy of apparent perjury, unethical practice and perpetrating a hoax on the Senate. McCarthy sued for two million dollars. Last week he dropped the case saying no one could be found who believed Benton's story. Several volunteers have come forward saying they believe it in its entirety.

Today Sen. McCarthy says he's going to get a lawyer and force the networks to give him time to reply to Adlai Stevenson's speech. Earlier, the Senator asked, "upon what meat does this our Caesar feed." Had he looked three lines earlier in Shakespeare's Caesar he would have found this line, which is not altogether inappropriate: "The fault, dear Brutus is not in our stars but in ourselves."

No one familiar with the history of this country can deny that Congressional committees are useful. It is necessary to investigate before legislating, but the line between investigation and persecuting is a very fine one and the junior senator from Wisconsin has stepped over it repeatedly. His primary achievement has been in confusing the public mind as between internal and the external threat of Communism. We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason if we dig deep in our history and our doctrine, and remember that we are not descended from fearful men, not from men who feared to write, to speak, to associate and to defend causes which were for the moment unpopular.

MURROW: This is no time for men who oppose Sen.McCarthy's methods to keep silent, or for those who approve. We can deny our heritage and our history but we cannot escape responsibility for the result. There is no way for a citizen of a republic to abdicate his responsibilities. As a nation we have come into our full inheritance at a tender age. We proclaim ourselves, as indeed we are, the defenders of freedon, what's left of it, but we cannot defend freedom abroad by deserting it at home. The actions of the junior senator from Wisconsin have caused alarm and dismay amongst our allies abroad and given considerable comfort to our enemies, and whose fault is that? Not really his, he didn't create this situation of fear, he merely exploited it and rather successfully. Cassius was right, "The fault, dear Brutus is not in our stars, but in ourselves."

Good night, and good luck.

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

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Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

Correspondence

April 21, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, N. Y.

Dear Ed:

We have invited Mr. J. D. Zellerbach to become a member of the Board of Trustees and sent the invitation to him through Helen Russell who knows Mr. Zellerbach personally. Mrs. Russell has advised me that Mr. Zellerbach is somewhat hesitant to accept membership on the Board because he has so many other commitments. However, she feels that he will probably accept if other Board members who know him would wire or send an airmail note supporting his acceptance of membership on the Board.

I am enclosing a copy of the letter I have sent to Mr. Zellerbach and I hope that you will get in touch with him. / He accepted 5/1 dm.

Sincerely yours,

Ken

Kenneth Holland
President

Encl.

INSTITUTE OF INTERNATIONAL EDUCATION

C
O
P
Y

April 5, 1954

Mr. J. D. Zellerbach, President
Crown Zellerbach Corporation
343 Sansome Street
San Francisco 19, California

Dear Mr. Zellerbach:

The Board of Trustees of the Institute of International Education has recently considered a list of men and women who should be invited to become members of the Board. I have been asked on behalf of the Board to invite you to become a member of the Board for a three-year term beginning May 1954. We all believe that your background and interest in the field of international understanding can contribute much to the work of the Institute.

As you know, the Institute, which is now 35 years old, is the largest private organization concerned with the exchange of men and women between the United States and seventy other nations of the world. The self-perpetuating Board of Trustees of some forty members is responsible for policy planning and general supervision of the Institute's work. The Board has three stated meetings a year -- on the second Monday of November, February and May. The meetings usually begin with luncheon at the Institute's headquarters, 1 East 67th Street, and adjourn about 5:00 P.M. An Executive Committee of the Board composed of eleven members meets monthly between meetings of the full Board. The Institute now has a professional staff of some 225 persons.

I am enclosing a copy of our last Annual Report. On the inside cover appears the full list of the present membership of the Board of Trustees. Any member of the Board or of the staffof the Institute will be glad to answer any questions which you may have. We hope that you will be able to accept this invitation.

Sincerely yours,

Kenneth Holland
President

Corres

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March 9, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

You will recall that at the last meeting of the Board on March 1 we reported briefly upon the outlook for exchange programs and referred to some preliminary information about the prospective level of government activities for the fiscal year 1954-55. We have now learned more specifically what action has been taken by the House of Representatives in connection with the Department of State's exchange programs.

The action of the House and its appropriation committee would be so drastic in its effects that we felt you would be interested in having this information promptly. I am therefore making these notes for each member of the Board in Ken Holland's absence.

The Department of State requested approximately $15,000,000 for the next fiscal year, a sum approximately equal to this year's appropriation and necessary to sustain the program at its present level. Of this total request approximately $7,500,000 was to be expended in foreign currencies and the balance of $7,500,000 was to be provided in U.S. currency. The House committee action, which was approved on the House floor late last week, reduced this request to $9,000,000 and specified that the full reduction be taken in U.S. currency. This would leave only about $1,500,000 to administer remaining programs.

We have learned authoritatively that a reduction of this kind would have the following effects:

1. All educational exchange programs, including the foreign student program, would be eliminated in 46 countries.

2. The exchange programs, which now include "leaders, trainees, teenagers," etc. would be eliminated and the programs confined to those countries in which foreign currencies happened to be available.

3. However, the foreign currency programs in the 21 countries referred to in the House committee report could not be carried out adequately because almost a half a million dollars more than provided by the House action would be needed to support the administration of the foreign currency programs.

4. More specifically:

a. The Buenos Aires Convention providing that "every year each government shall award to each of the two graduate students or teachers of each country....a fellowship for the ensuing scholastic year" could not be carried out.

b. Insufficient U.S. currency would be provided to carry out the special Finnish exchange program, and it would have to be discontinued.

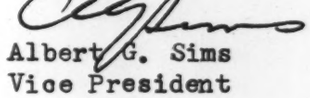
c. The funds to bring the current year's program for foreign leaders to an orderly completion would not be available and foreign leaders nowhere might presumably have to be returned home abruptly.

d. Foreign leaders and specialists programs would be eliminated in all 61 countries for which programs presently exist.

e. All aid to American-sponsored schools in Latin America would be eliminated.

You are undoubtedly well aware of how gravely this action would affect the Institute's operations. It is perhaps even more significant however that the withdrawal of government support on this scale would have widely radiating effects because it would remove the underpinning for much of the private scholarship and support which in combination with government funds have given great scope to exchange activities.

Sincerely yours,



Albert G. Sims
Vice President

P.S. We note that the Senate has not yet heard or acted upon the appropriation request and that sometime in the next week or ten days action by that body might substantially change the outlook.

A.G.S.

22E

January 13, 1954

Dear Gordon:

I am delighted that you have accepted the invitation to become a member of the Board of Trustees of the Institute of International Education. It's a good show and you can help to make it better.

Sincerely yours,

Mr. Gordon Gray
President
University of North Carolina
Chapel Hill, North Carolina

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THE CONSOLIDATED UNIVERSITY OF NORTH CAROLINA
University of North Carolina at CHAPEL HILL • *North Carolina State College of Agriculture and Engineering at* RALEIGH • *The Woman's College at* GREENSBORO

GORDON GRAY, *President*
WILLIAM D. CARMICHAEL, JR.
Vice-President and Controller

COPY

January 8, 1954

Mr. Donald J. Shank
Institute of International Education
1 East 67th Street at Fifth Avenue
New York 21, New York

Dear Mr. Shank:

I have your letter of January 5. I appreciate the renewal of the invitation to become a member of the Board of Trustees of the Institute of International Education, and I shall be glad to accept.

Sincerely,

Gordon Gray
President

cc: Mr. Edward R. Murrow
Dr. Edward K. Graham

I. I. E.

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January 5, 1954

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

The enclosed two letters were received in answer to our request for corporation support of the Institute which we sent out over yours and Arthur Houghton's signatures. I believe they may be of interest to you personally.

Sincerely yours,

Kenneth Holland
President

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

EDWARD L. SAXE
Controller

Hollander

December 16, 1953

Dear Ed:

I am writing with reference to your recent request that CBS become a Corporation Associate of the International Institute of Education.

As you may know, we have declined this invitation in the past, based upon my belief that the policies which have governed our corporate giving to date preclude such an association.

As of the present time, the Committee of our Board which is studying this matter has indicated that contributions will be made in the educational field. However, our new charter for corporate giving, which is still in the drafting stage, emphasizes giving in those areas from which it is assumed that relatively direct benefit will accrue to CBS. I doubt that the Institute of International Education will fall within this particular category as defined in our discussions to date.

In any event, action on requests such as yours is being withheld pending establishment of the CBS Foundation. Once the Foundation is established, - and I believe that this will take place within the very near future, I shall refer your request to it.

With many thanks for bringing this organization to our attention,

Sincerely yours,

Ed

Mr. Edward R. Murrow
Institute of International Education, Inc.
One East 67th Street at Fifth Avenue
New York 21, New York

Hollister

Alcoa Steamship Company, INC.

SEVENTEEN BATTERY PLACE + NEW YORK 4, N.Y.
CABLES: ALCOASHIP + TEL: WHITEHALL 4-1500

December 18, 1953

WILLIAM C. WHITE
PRESIDENT

Mr. Edward R. Murrow
Institute of International Education
One East Sixty-seventh Street
New York 21, New York

Dear Mr. Murrow:

I have the Institute of International Education's letter of December seventh, signed jointly by you and Mr. Houghton. Any proposition like this I refer to Pittsburgh, for all contributions to educational or charitable organizations by the Alcoa Steamship Company are tied in with the Aluminum Company of America's program for such.

I am sending your letter on to Mr. O. C. McCreery in the Pittsburgh office, who is chairman of our Educational Committee.

All of the sailors in the Alcoa Steamship Company are still cheering for your recent program, which gave us more television publicity than we have ever had before. I still hope that one of these days you will find a little time and enough interest in the ride up the rivers to Moengo to take that trip.

Sincerely yours,

ALCOA STEAMSHIP COMPANY, INC.

William C. White

William C. White
President

WCW:HA
cc: Mr. O. C. McCreery

IIE.

December 8, 1953

TO: THE STAFF

FROM: DONALD J. SHANK

SUBJECT: UNION

The results of the election held Wednesday, December 2nd to determine whether a majority of the staff wished to be represented by the Community and Social Agency Employees Union, Local 1707, Government and Civic Employees Organizing Committee-CIO, are as follows:

107 (64% of those eligible to vote) in favor of unionization

54 opposed

4 abstentions

2 void ballots

This means that the IIE Chapter of CSAE, Local 1707, is the exclusive bargaining agent for those who were eligible to vote. The management of the Institute will, accordingly, begin collective bargaining discussions with the union at a mutually convenient time.

The Administration is pleased that this question has not been resolved and looks forward to working out with the union a contract that will be satisfactory to all of us.

I. I. E.

THE CONSOLIDATED UNIVERSITY OF NORTH CAROLINA

University of North Carolina at CHAPEL HILL • *North Carolina State College of Agriculture and Engineering at* RALEIGH • *The Woman's College at* GREENSBORO

GORDON GRAY, *President*
WILLIAM D. CARMICHAEL, JR.
Vice-President and Controller

November 9, 1953

Mr. Donald J. Shank
Institute of International Education
1 East 67th Street at Fifth Avenue
New York 21, New York

COPY

Dear Mr. Shank:

I have your letter of October 22, which, as you know, was transmitted to me by Mr. Edward R. Murrow.

Since the middle of the summer, I have been accepting no new responsibilities of any nature due very largely to personal reasons. In the face of many interesting opportunities, I have rigidly held fast to this decision.

However, I suppose the time will come when I must undertake a reconsideration.

I observe that the stated meetings of the Board of the Institute of International Education take place in November, February, and May. A November meeting would be out of the question for me. May I suggest that you write me again soon after the first of the year, if you still wish me to consider the invitation at that time. Otherwise, if an answer is required now, it must be an unqualified no. I can only agree to give it later consideration.

I am, of course, honored by the invitation.

Sincerely,

Gordon Gray
President

cc: Mr. Murrow
Dr. Graham

I. I. E.

SPECIAL MEETING OF THE EXECUTIVE COMMITTEE OF THE

INSTITUTE OF INTERNATIONAL EDUCATION

Monday, November 9, 1953 - 11:30 A.M.

The following members of the Executive Committee were present:

Frank Altschul
Dudley B. Bonsal
Kenneth Holland
Mrs. Samuel A. Lewisohn
Mrs. Maurice T. Moore
George D. Stoddard
Ordway Tead

The following persons were also present:

Donald J. Shank-Executive Vice President and Secretary
Albert G. Sims-Vice President for Operations
Pearl G. Purcell-Assistant Secretary

Mr. Bonsal, Chairman, called the meeting to order at 11:30 A.M.

Mr. Bonsal reported on the meeting of the fact-finding sub-committee which was appointed by the Chairman of the Board to meet with representatives of the union to ascertain to what extent the union was willing to comply with Section 9 (f), (g) and (h) of the National Labor Relations Act. (Of the five members appointed, Dr. Shuster, Mr. Seligman and Mr. Bonsal attended the meeting.) At that meeting on Thursday, October 29th, the union agreed to make available and has since made available, the By-Laws of the Community and Social Agency Employees Union, Local 1707, non-communist affidavits of its officers, Executive Board, and one employee earning over $5,000 a year, and the Rules of the Government and Civic Employees Organizing Committee, CIO. The union representatives advised that they would not comply with the financial requirements under Section 9 (f) and (g) of the National Labor Relations Act since (1) even if the local did comply, the National Organizing Committee would not comply and therefore the local would not be considered in compliance under the National Labor Relations Act, and (2) even if the local and National Committee did comply, such action would be futile since the union believes that its work in the non-profit field does not come under the jurisdiction of the National Labor Relations Board and therefore the union would not have recourse to the Board's facilities. The union representatives advised that the local union made available to its members annual financial statements although it did not distribute copies.

Regarding non-communist affidavits, the union representatives advised that the Organizing Committee had been in full compliance in 1951 at the time of the Columbia University case which compliance included the filing of the non-communist affidavits. They reported that the officers of the Organizing Committee had not changed since that time. Following this report, Mr. Bonsal distributed to the Executive Committee a brief summary of arguments both in favor of and against holding an election. (See attached.)

The Executive Committee agreed that the Institute should insist upon the deposit at IIE of non-communist affidavits from the officers and Executive Board of the local union and of the Organizing Committee and that the union should be expected to keep these affidavits up to date if it wins the election.

The Committee voted to recommend to the Board of Trustees the holding of an election and the following resolution was adopted:

WHEREAS, this Board has duly considered the material furnished by the Community and Social Agency Employees Union, Local 1707, GCEOC-CIO and the reasons advanced by said Union as to why it should not be required to comply with Section 9 (f), (g) and (h) of the National Labor Relations Act, as amended, except to the extent of making available to the Institute a copy of its by-laws and exhibiting to the President of the Institute non-Communist affidavits executed by its officers and Executive Committee; and

WHEREAS, the Executive Committee, at a meeting held immediately prior to this meeting, has voted that the material offered by the Union when deposited with the President of the Institute represents compliance with the spirit of Section 9 (f), (g) and (h) of the National Labor Relations Act, as amended, to the extent necessary for the purposes of conducting an election;

NOW, THEREFORE, be it

RESOLVED, that the Institute hold an impartial election among its employees, to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union and the Staff Association. If a majority of the staff at such election shall select the Union as their representative, the Institute will bargain with the Union so long as the Union shall continue to represent a majority of the staff, and provided that the Union shall agree to live up to the spirit of Section 9 (f), (g) and (h) of the National Labor Relations Act in a manner satisfactory to this Board of Trustees. If a majority of the staff do not select the Union, the Institute will continue to negotiate with the Staff Association.

The meeting adjourned at 12:30 P.M.

Respectfully submitted,

Donald J. Shank
Secretary

ARGUMENTS PRO AND CON ELECTION

PRO

1. Status of I.I.E. internationally.

   Liberal outlook of I.I.E. and Trustees

   Labor Leaders' programs, etc.

2. Desire of Staff.

   Petition of 90, both pro and anti-Union

   Effect on morale, if no election held

   Possible Labor difficulties

3. Union represents a number of other local New York charities and we are not aware of any undue difficulties in their relationships.

11-9-53

CONTRA

1. National policy laid down by National Labor Relations Act - Section 9 (f),(g) and (h).

   Appropriate for I.I.E. to follow established national policy.

   This policy includes both freedom from Communist taint and financial responsibility.

   No valid reason given why Union should not comply. (Only reasons advanced are refusal of Organizing Committee to comply and question as to whether I.I.E. engaged in interstate commerce [futility argument]).

   Desirability of national policy evidenced by longshoremen and racetrack current events.

2. Labor Unions are not appropriate in the charitable field.

   Columbia University Case.
   Educational institutions must be free from Union relationships.

   Metropolitan Museum case.
   Difficulty in collective bargaining resulting in withdrawal of recognition.

3. Contrast between charitable activity and commercial activity.
   Union organizing charitable activity is in effect supported by charitable contributions.

11-9-53

I.I.E.

ANNUAL MEETING OF THE BOARD OF TRUSTEES
OF THE
INSTITUTE OF INTERNATIONAL EDUCATION
HELD AT 1 EAST 67TH STREET, NEW YORK CITY
Monday, November 9, 1953, 12:30 P.M.

The following members of the Board of Trustees were present:

Frank Altschul
Edward W. Barrett
Dudley B. Bonsal
Harry J. Carman
Arthur H. Compton
Stephen P. Duggan, Jr.
Frederick S. Dunn
Kenneth Holland
Arthur A. Houghton, Jr.
Mrs. Samuel A. Lewisohn
James Marshall
Benjamin E. Mays
Robert McCollum (following election)
Mrs. Maurice T. Moore
Edward R. Murrow
Mrs. Henry P. Russell
Stanley H. Ruttenberg
Eustace Seligman
William E. Stevenson
George D. Stoddard
Ordway Tead

The following persons were also present:

Donald J. Shank - Executive Vice President and Secretary
Albert G. Sims - Vice President for Operations (following election)
Pearl G. Purcell - Assistant Secretary
John D. Wilson - Former Vice President for Operations

Dr. George D. Stoddard, Chairman, called the meeting to order at 1:00 P.M. and presided until the report of the Nominating Committee, after which Arthur A. Houghton, the newly elected Chairman, presided.

I. Roll Call and Proxies

No proxies were necessary as more than a quorum was present.

II. Approval of Minutes

The minutes of the following meetings, as previously distributed, were moved, seconded and approved:

(a) Board of Trustees Meeting, May 11, 1953
(b) Executive Committee Meeting, June 19, 1953
(c) Executive Committee Meeting, September 9, 1953
(d) Executive Committee Meeting, October 21, 1953

III. Report of the Nominating Committee

The Board went into Executive Session at which time Mr. Holland, Mr. Shank, Mr. Wilson and Mrs. Purcell withdrew from the meeting. Attached to the official file copy of these minutes is the Chairman's confidential report of the action taken in the closed session.

Dr. Tead presented the report of the Nominating Committee. The following resolution was made, seconded and adopted:

RESOLVED, that the membership of the Board of Trustees be set at 43 for the year beginning November 9, 1953.

Upon motion duly made and seconded, the following persons nominated by the Committee were unanimously elected:

BOARD OF TRUSTEES

To serve until November 1956:

Arthur S. Adams
Lindsay Bradford
Thomas E. Braniff
Stephen P. Duggan
Mrs. Samuel A. Lewisohn
Mrs. Maurice T. Moore
James M. Nicely

New Members:

Gordon Gray
Alternate: J. L. Morrill
2nd Alternate: Henry M. Wriston

Thomas S. Lamont
Alternate: Thomas J. Watson, Jr.
2nd Alternate: John Hay Whitney

Peter Grace

Laird Bell
Alternate: Meyer Kestnbaum

Thomas McCabe

To serve until November 1955:

New Members:

Arthur E. Stoddard
Alternate: Keith Funston
2nd Alternate: Lewis Douglas

Ward Wheelock

To serve until November 1954:

New Members:

Mrs. John McCloy
Alternate: Mrs. Henry Corbett

Robert S. McCollum

Edward M. M. Warburg

OFFICERS 1953-54

Chairman	Arthur A. Houghton, Jr.
1st Vice Chairman	Mrs. Henry P. Russell
2nd Vice Chairman	J. Hillis Miller
Chairman, Executive Committee	Frank Altschul
Treasurer	James M. Nicely
President	Kenneth Holland
Executive Vice President and Secretary	Donald J. Shank
Vice President for Operations and Assistant Treasurer	Albert G. Sims
Assistant Treasurer	Daniels F. Thirlwall
Assistant Secretary	Pearl G. Purcell

COMMITTEES 1953-54

Executive Committee

Frank Altschul, Chairman
Dudley B. Bonsal
Kenneth Holland
Mrs. Samuel A. Lewisohn
Mrs. Maurice T. Moore
one of the new members
Eustace Seligman
George N. Shuster
Mark Starr
George D. Stoddard
Ordway Tead

Nominating Committee

Frederick S. Dunn, Chairman
Edward Barrett
new member

Auditing Committee

Lindsay Bradford, Chairman
James Marshall
new member

NATIONAL SELECTION COMMITTEE ON FULBRIGHT AWARDS

Chairman of the Executive Committee - Mr. William E. Stevenson
President
Oberlin College

M. Pierre Bedard, Director, Parsons School of Design
Professor Germaine Bree, Chairman, French Department, New York University
Professor Jacques R. Breitenbucher, Miami University, Oxford
Professor Ralph Burns, Professor of Education, Dartmouth College
Dr. J. A. Burzle, Department of Germanic and Slavic Languages, University of Kansas, Lawrence
Professor Mildred Campbell, Department of History, Vassar College
Mr. James Harlan Cleveland, c/o Reporter Magazine, 220 E. 42nd St. NYC
Rev. Father Eugene K. Culhane, Regis High School, NYC
Professor Henry Ehrmann, Professor of Political Science, Colorado U.
Mr. Lewis Galantiere, Policy Advisor, National Committee for a Free Europe, Inc. 110 W. 57th Street, NYC
Dean Alonzo Grace, School of Higher Education, New York University
Professor Ralph Halford, Department of Chemistry, Columbia University
Dr. Harald Ingholt, Department of Classics, Yale University
Dr. Herbert E. Longnecker, Dean, Graduate School, University of Pittsburgh

Dr. Howard Foster Lowry, President, College of Wooster
Professor A. T. MacAllister, Department of Modern Languages, Princeton U.
Professor Kenneth Morgan, Chaplain, Colgate University
Dr. J. J. Oppenheimer, University of Louisville
Dr. Louise Overacker, Department of Political Science, Wellesley College
Dr. David Owen, Department of History, Harvard University
Professor Charles I. Silin, Tulane University
Dr. Catherine Sims, Agnes Scott College
Mr. Phillips Talbot, American Universities Field Service, 522 5th Ave. NYC
Professor Lewis Thomas, Professor of Turkish and Middle Eastern Studies Princeton University
Ass't. Professor Robert Ward, Ass't. Director, Center for Japanese Studies and Far Eastern Studies, University of Michigan

Consulting Members on Asia and Pacific

Dr. Carl Blegen, Dean, University of Cincinnati
Dr. Hugh Borton, Assistant Director, East Asian Institute, Columbia University
Dr. W. Norman Brown, Chairman, South Asia Regional Studies, University of Pennsylvania
Dr. Henry Chauncey, President, Educational Testing Service, Princeton, N.J.
Professor Cyrus H. Gordon, Professor of Assyriology and Egyptology, Dropsie College
Miss Margaret Parton, New York Herald Tribune
Dr. Kermit Schoonover, Faculty of Philosophy, Department of Semitic Languages and Literature, Columbia University
Mr. H. B. Whipple, Standard-Vacuum Company, New York, N.Y.

SELECTION COMMITTEE ON BUENOS AIRES CONVENTION AWARDS

Professor Harry Bernstein, Department of History, Brooklyn College
Dr. Sturgis Leavitt, Adviser to Foreign Students, University of North Carolina
Dr. Frank Tannenbaum, Department of Latin American History, Columbia University
Dr. Arthur P. Whitaker, Professor of Latin American History, University of Pennsylvania

SPECIAL JURIES OF THE NATIONAL SELECTION COMMITTEE
Public Law 584 - The Fulbright Act
1954-55 Competitions

ART

Mr. Pietro Belluschi, Dean
School of Architecture and Planning
Massachusetts Institute of Technology

Miss Isabel Bishop
857 Broadway, New York

Mr. Enrico Donati
875 Fifth Avenue, N.Y.C.

Mr. Robert Goldwater
Queens College

Mr. Philip L. Goodwin
32 East 57th Street, N.Y.C.

Mr. John Gordon
Curator of Paintings & Sculpture
The Brooklyn Museum

Mr. Stewart Klonis, Director
Art Students League of New York
215 West 57th Street, NYC

Miss Dorothy Miller
Curator of Museum Collections
Museum of Modern Art
11 West 53rd Street, NYC

Mr. Paul Rand, Art Director
William H. Weinbraub, Inc.
488 Madison Ave. NYC

Mrs. Ruth Reeves
434 Lafayette Street
New York, N. Y.

Mr. Paul Schweikher
Department of Architecture
Yale University
New Haven, Connecticut

Mr. James Johnson Sweeney, Director
The Solomon R. Guggenheim Museum
1071 Fifth Avenue
New York, N. Y.

Mr. Russel Wright
221 East 48th Street
New York 17, N.Y.

MUSIC

Mr. Robert Baker
180 Midwood Street
Brooklyn 25, N.Y.

Mr. Robert Bloom
R.F.D. 1
Northport, L.I.

Mr. Chalmers Clifton
25 East 83rd Street
New York 28, N.Y.

Mr. Evan Evans
258 Riverside Drive
New York, N. Y.

Mr. Mack Harrell
Juilliard School of Music
New York 27, N.Y.

Dr. Erich Hertzmann
Associate Professor of Music
Columbia University
New York 27, N.Y.

Dr. Philip James, Chairman
Department of Music
New York University, N.Y.C.

Mr. Erich Itor Kahn
30 East End Avenue
New York 28, N.Y.

Mr. Gibner King
162 West 54th Street, NYC

Mr. Wilfrid Pelletier
171 West 57th Street, NYC

Dr. Karol Rathaus
Department of Music
Queens College
Flushing, N.Y.

Dr. Gustave Reese
New York University

Mr. Roger Sessions
Department of Music
Princeton University

Dr. Carleton Sprague Smith
Curator of Music
New York Public Library

Mr. Edward Steuermann
160 West 73rd Street, NYC

Mr. Roman Totenberg
Mannes College of Music
New York City

Madame Isabelle Vengerova
Curtis Institute of Music
Rittenhouse Square
Philadelphia, Pa.

DRAMA

Professor Sawyer Falk
Department of Drama
Syracuse University
Syracuse, N.Y.

Miss Rosamond Gilder, Director
U.S. Centre of the International
Theatre Institute
24 Gramercy Park, N.Y.

Mr. Sanford Meisner, Head
Acting Department
Neighborhood Playhouse
340 East 54th Street
New York 22, N.Y.

SOCIAL WORK

Mrs. Betty H. Andersen
Secretary for Admissions
New York School of Social Work
New York City

Miss Cora Kasius, Editor
Journal of Social Casework
New York, N.Y.

Miss Ann Elizabeth Neely
Secretary to Commissions
Council on Social Work Education
New York, N.Y.

Miss Theodate H. Soule, Director
Social Service Department
The New York Hospital
New York City

WORKERS AND ADULT EDUCATION

Miss Eleanor G. Coit, Director
American Labor Education Service, Inc.
New York City

Mr. John D. Connors, Director
Workers Education Bureau
American Federation of Labor
Washington, D.C.

Mr. George Guernsey
Associate Director in charge of Education
Congress of Industrial Organizations
Washington, D.C.

Miss Bessie D. Sharp
Acting Executive Director
New York Adult Education Council
New York City

Mr. Mark Starr
Education Director
International Ladies' Garment Workers Union
New York City

IV. Financial Matters

Mr. Wilson, the former Operating Vice President, reviewed the attached unaudited balance sheet for June 30, 1953. He reported the action of the Executive Committee at its meeting on October 21st in allocating $60,000 to a Deferred Project Fund to finance activities of the Institute which the Trustees deem necessary but for which financial support would otherwise prove inadequate and in writing down furniture and fixtures on the balance sheet to a value of $1.

Regarding the Performance Reserve of $34,900 this had been established to cover accounts receivable that the Institute might not succeed in collecting, i.e. disallowances on government contracts. Mr. Wilson recommended the continuation of this Reserve, since there are government contracts not yet audited which might involve disallowances.

The Board expressed its appreciation to Mr. Wilson for the excellent job he had done while at the Institute in improving its financial position and correcting many of the organizational and administrative problems.

Mr. Shank advised that the Institute had again received an anonymous gift of shares of Proctor & Gamble Common Stock. This contribution was 8 shares valued at approximately $500 and Mr. Shank asked for authority to sell these shares and allocate the proceeds to the General Fund of the Institute. The following resolution was made, seconded and adopted:

RESOLVED, that the officers of the Institute are authorized to sell 8 shares of common stock of Proctor & Gamble Company and that proceeds from this sale be allocated to the general fund of the Institute.

V. Eisenhower Exchange Fellowship Program

Mr. Holland reported that although the Institute had been asked to serve as administrative affiliate of the Eisenhower Exchange Fellowship Program, the relationship is not yet clear. He hoped that the Institute's responsibilities would be defined at a meeting on November 17th of the Board of Tr stees of the Eisenhower Program which he will be attending. In answer to a question Mr. Holland advised that there will be adequate administrative fees to cover any work done by the Institute on this program.

VI. Personnel Matters-Unionization

Mr. Bonsal reviewed the history of the union question which has regularly been reported to the Board in the minutes of the Executive Committee meetings. On May 25, 1953 the Institute received a letter from the Community and Social Agency Employees Union, Local 1707, GCEOC-CIO, which stated that the union represented a majority of the staff of the Institute. Prior to a meeting of the Executive Committee on June 19th memoranda had been received from the pro-union members and anti-union members of the Institute presenting their attitudes on the question of unionization. At the meeting on June 19th the Executive Committee voted to file with the National Labor Relations Board a petition for c ertification. The union representatives stated that they felt the petition would be dismissed because the Institute was not engaged in interstate commerce and cited the case of Columbia University which the NLRB had determined was not subject to the Act. The attorney for the union stated that it would take 15 months for the NLRB to act on this petition and this would be bad both for the Institute and the union. Mr. Bonsal had stated that he could not see why the case could not be handled quickly if IIE stipulated the facts; and had actually written to the NLRB asking for quick action and giving the necessary facts in the case. On June 24th the NLRB wrote to the union requesting them to comply with Section 9 (f), (g) and (h) of the National Labor Relations Act since the NLRB could not undertake proceedings unless the union was in compliance. The union did not comply and therefore the proceedings were dismissed by the NLRB.

On the day prior to the September 9th meeting of the Executive Committee, the union representatives at the Institute presented a petition to Mr. Holland signed by 90 employees - both union and non-union members - asking that an election be held. At the September meeting the Executive Committee stated formally that Section 9 (f), (g) and (h) of the National Labor Relations Act represents a national policy on such matters and because of the Institute's relations, both public and private, it was important that any union organization negotiating with the Institute meet these national standards. The Executive Committee agreed that if the union complied with this section of the act they would not refer the matter to the NLRB on the question of jurisdiction but that an impartial election would be held immediately thereafter so that the staff could decide whether the union represented a majority of the employees.

Since that time a number of meetings have been held with the union representatives in an effort to determine whether they would comply with Section 9 (f), (g) and (h) of the National Labor Relations Act. The union representatives requested permission to appear at the October meeting of the Executive Committee to explain their position on Section 9 (f), (g) and (h). At the meeting on October 21st the Executive Committee decided not to receive the union representatives, which was in line with the policy previously adopted when the staff association asked to meet with the Board of Trustees, but theChairman of the Board was authorized to appoint a fact-finding sub-committee to meet with representatives of the union. At this

meeting the union submitted a brochure giving the history of the union. They also submitted non-communist affidavits executed last July by the officers and Executive Board of the local union. With reference to the financial requirements under Section 9 (f) of the act the union took the position that this is not germane to the issue; that they do not believe their parent organizing committee will comply with this section since their union functions in the non-profit field which, they say, does not come within the jurisdiction of the NLRB. The union feels that they have met the pertinent requirements of the Institute by submitting the by-laws of the local and national organizations, the non-communist affidavits, and by making financial statements available to their members.

The fact-finding sub-committee reported back to the Executive Committee this morning and considered arguments both for and against the holding of an election as covered in those minutes. On the question of the non-communist affidavits, the Board agreed that the Government and Civic Employees Organizing Committee should deposit these with the Institute.

The Board considered the following resolution of the Executive Committee and referred it back to the Executive Committee for amendment.

> WHEREAS, this Board has duly considered the material furnished by the Community and Social Agency Employees Union, Local 1707, GCEOC-CIO and the reasons advanced by said Union as to why it should not be required to comply with Section 9 (f), (g) and (h) of the National Labor Relations Act, as amended, except to the extent of making available to the Institute a copy of its by-laws and exhibiting to the President of the Institute non-Communist affidavits executed by its officers and Executive Committee; and
>
> WHEREAS, the Executive Committee, at a meeting held immediately prior to this meeting, has voted that the material offered by the Union when deposited with the President of the Institute represents compliance with the spirit of Section 9 (f), (g) and (h) of the National Labor Relations Act, as amended, to the extent necessary for the purposes of conducting an election;
>
> NOW, THEREFORE, be it
>
> RESOLVED, that the Institute hold an impartial election among its employees, to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union and the Staff Association. If a majority of the staff at such election shall select the Union as their [illegible] representative, the Institute will bargain with the Union so long as the Union shall continue to represent a majority of the staff, and provided that the Union shall agree to live up to the spirit of Section 9 (f), (g) and (h) of the National Labor Relations Act in a manner satisfactory to this Board of Trustees. If a majority of the staff do not select the Union, the Institute will continue to negotiate with the Staff Association.

The Executive Committee then submitted the following revised resolution:

> WHEREAS, this Board has duly considered the material furnished by the Community and Social Agency Employees Union, Local 1707, GCEOC-CIO and the reasons advanced by said Union as to why it should not be required to comply with Section 9 (f), (g) and (h) of the National Labor Relations Act, as amended, except to the extent of making available to the Institute

a copy of its by-laws and exhibiting to the President of the Institute non-Communist affidavits executed by its officers and Executive Committee;

NOW, THEREFORE, be it

RESOLVED, that the Institute hold an impartial election among its employees, to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union and the Staff Association provided that there shall have been deposited with the Institute non-Communist affidavits of the officers and Executive Board of the Union and of the Government and Civic Employees Organizing Committee (CIO). If a majority of the staff at such election shall select the Union as their representative, the Institute will bargain with the Union. If a majority of the staff do not select the Union, the Institute will continue to negotiate with the Staff Association.

There were three votes against the amendment.

The following amended resolution (amendment underlined) was adopted. This resolution, as amended, was moved, seconded and approved with one negative vote.

WHEREAS, this Board has duly considered the material furnished by the Community and Social Agency Employees Union, Local 1707, GCEOC-CIO, and the reasons advanced by said Union as to why it should not be required to comply with Section 9 (f), (g) and (h) of the National Labor Relations Act, as amended, except to the extent of making available to the Institute a copy of its by-laws and exhibiting to the President of the Institute non-Communist affidavits executed by its officers and Executive Committee;

NOW, THEREFORE, be it

RESOLVED, that the Institute hold an impartial election among its employees, to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union and the Staff Association provided that there shall have been deposited with the Institute non-Communist affidavits of the officers and Executive Board of the Union and of the Government and Civic Employees Organizing Committee (CIO). If a majority of the staff <u>entitled to vote</u> at such election shall select the union as their representative, the Institute will bargain with the Union. If a majority of the staff do not select the Union, the Institute will continue to negotiate with the Staff Association.

The Board thanked Mr. Bonsal for his assistance to the Administration on the matter of unionization and commended him for his valuable contribution as advisor on this subject.

VII. Committee on Exchange Policy

Dr. Stoddard presented a document on the proposal to implement the Committee on Exchange Policy. He pointed out that although the committee would be selected by the Board of Trustees and the president of the Institute, a certain amount of autonomy would have to be given to the committee. For example, the committee should be able to issue reports under its own name on the questions which they examine. These reports would be available to all persons interested in international education and international exchange.

Dr. Stoddard pointed out that general approval of the Board was requested on the list of possible members of the Committee so that there would be no delay in constituting the committee. Any new names would be submitted to the Executive Committee or the Board for final approval. Approval of specific members of the Board was not being requested since all Board members were approved and therefore could serve on the Committee. Mr. Holland expressed the gratitude of the Board and the staff to Dr. Stoddard for his work in formulating the proposal to implement the Committee on Exchange Policy. The report was approved.

VIII. Staff Progress Report

Mr. Holland stated that the staff progress report was included in detail in the documentation. He believed that since the last annual meeting of the Board of Trustees, real progress had been made in the Institute although there are still problems, and efforts are being made toward solving these problems. The number of students and specialists under IIE programs has decreased since last year and the staff was pleased since it enabled them to develop facilities to do a better quality job.

IX. Regional Offices

Mrs. Russell and Mr. Stevenson presented the difficulties they are encountering in fund raising in their regions and indicated that the Advisory Committees were unhappy over the development requiring regional offices to assist in raising the Institute's total budget. It was suggested that the present representation on the Advisory Committees be maintained and that perhaps a separate committee or sub-committee on financial developments be organized in each region.

Mr. McCollum reported on the Denver area. He believed that the Advisory Boards should be increased to include representatives from surrounding states and felt that fund raising would improve the status of the Institute by arousing interest in the people who were asked to contribute. A series of small dinners is being planned in the Denver area to interest people who had never heard of the Institute.

In answer to a question on the action of the Ford Foundation in making a declining grant to the Institute, Mr. Holland stated that under the grant IIE was obligated to make every effort to raise funds for the regional offices. It was for this reason that another person had been added to the staff to work with the regional offices on fund raising.

X. Other Matters

Mrs. Lewisohn expressed appreciation to the staff for its cooperation in the work of the New York Area Committee and reported that progress was being made in arranging hospitality for foreign students and for obtaining tickets to various events in New York City.

Mr. Holland again expressed appreciation to Mr. Bonsal for his outstanding cooperation in working on union matters, and to the outgoing officers of the Board for their contribution to the work of the Institute.

The meeting adjourned at 4:30 P.M.

Respectfully submitted,

Donald J. Shank
Secretary

October 29, 1953

Dear Don:

The invitation to Gordon Gray has gone forward.

As ever yours,

Mr. Donald J. Shank
Institute of International Education
1 East 67th Street
New York 21, New York

October 28, 1953

Dear Gordon:

The boys at the Institute of International Education have asked me to forward to you the attached invitation. I have sat on this board for many a long year. The organization is solid and we could probably arrange most of the meetings to coincide with the BOTR meetings.

Incidentally, the Institute is going to administer the new Eisenhower fellowships, too.

As ever yours,

President Gordon Gray
University of North Carolina
Durham, North Carolina

dm

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

October 22, 1953

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

The Nominating Committee of the Board of Trustees, in considering the names of presidents of major universities as possible Board members, has listed Gordon Gray as the number one candidate. Would you be willing to send the attached invitation to Mr. Gray with a covering note? If you think the invitation can be improved, please let me know.

Sincerely yours,

Donald J. Shank
Executive Vice President

enc.

P.L.E.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

September 24, 1953

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

You will find enclosed the minutes of the Executive Committee meeting held on September 9, 1953. Your particular attention is called to the action of the Executive Committee with regard to unionization of Institute employees and the copy of the memorandum concerning this action which was distributed to the entire staff.

Yes' on Eden

The next full meeting of the Board of Trustees will be held on Monday, November 9th, 12:30 to 5:00 P.M. Will you please indicate on the attached card whether it will be possible for you to attend the meeting?

The next Executive Committee meeting is now scheduled for Friday, October 23rd, 12:30 luncheon at the Institute. Will you please advise us whether or not you plan to attend?

No

Ken and I look forward to seeing you.

Card rec'd

Sincerely yours,

Don Shank

Donald J. Shank
Secretary

Enclosures

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

September 30, 1953

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

In proof-reading the mimeograph stencil for the minutes of the Executive Committee of September, a very important section, underlined in the paragraph below, was inadvertently omitted from the resolution concerning the union. This is being corrected and the third paragraph from the bottom of page 2 should read as follows: — attached

"RESOLVED, that upon being advised by the National Labor Relations Board that Community and Social Agency Employees' Union, Local 1707, GCEOC-CIO is in compliance with Section 9 (f), (g) and (h) of the National Labor Relations Act as amended, the Institute will agree to an impartial election among its employees to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union and the Staff Association. <u>If a majority of the Staff at such election select the Union as their representative the Institute will bargain with the Union so long as the Union shall continue to represent a majority of the Staff and shall be in compliance with said Section 9 (f) (g) and (h) of the National Labor Relations Act.</u> If a majority of the Staff do not select the Union, the Institute will continue to work with the Staff Association."

We very much regret this error.

Sincerely yours,

Don

Donald J. Shank
Secretary

MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE OF THE

INSTITUTE OF INTERNATIONAL EDUCATION

Tuesday, September 9, 1953 - 12:30 P. M.

The following members of the Executive Committee were present:

Frank Altschul	George N. Shuster
Dudley B. Bonsal	Mark Starr
Kenneth Holland	George D. Stoddard
Mrs. Samuel A. Lewisohn	Ordway Tead
Mrs. Maurice T. Moore	

The following persons were also present:

Donald J. Shank - Executive Vice President and Secretary
John D. Wilson - Vice President for Operations and Assistant Treasurer
Pearl G. Purcell - Assistant Secretary

I. National Selection Committee

Mr. Shank presented the slate for the National Selection Committee and its juries for the 1954-55 Fulbright competitions and explained that these were being submitted for preliminary approval since further checks had to be made. The Committee moved and seconded the election of the National Selection Committee and the Special Juries subject to further check.

II. Personnel Matters

Mr. Holland reported on personnel matters. He asked the Chairman, as Counsel for the Institute, to bring the Executive Committee up to date as to the status of the Institute's relations with its employees. The Chairman reported that for several years the Institute had been handling its relationships with its employees through the Staff Association. In the past few months the Community and Social Agency Employees' Union, Local 1707, GCEOC-CIO has undertaken to organize the employees of the Institute, and on May 25, 1953 it addressed a letter to Mr. Holland requesting IIE to bargain with it in the future as it alleged that it represented a majority of the IIE employees. This letter was referred to the Executive Committee at its last meeting held June 19th, together with a memorandum signed by some 40 employees requesting that the IIE continue to negotiate with the Staff Association. The Executive Committee, by unanimous vote of those present, directed the officers to file a petition for certification with the National Labor Relations Board. Immediately after the meeting a telegram was received from the Union offering to submit to an election conducted by an impartial agency. The petition for certification was filed with the N.L.R.B., but was dismssed on July 13, 1953 on the ground that the Union had failed to comply with Section 9 (f), (g), and (h) of the National Labor Relations Act as amended. Immediately prior to the dismissal of the Institute's petition the Union distributed a memorandum to the employees entitled "Why the N.L.R.B.?", for the purpose of explaining its failure to comply with the National Labor Relations Act. The Union has also reiterated its readiness to

submit to an election, and Mr. Holland reported receipt of a petition dated September 8, 1953 signed by some 90 employees requesting that the issue should be settled finally and democratically by a formal vote conducted by the Honest Ballot Association, the Institute itself, or some other reputable agency. Copies of the memorandum were distributed to the Executive Committee.

The Chairman read to the meeting the provisions of Section 9 (f), (g) and (h) of the National Labor Relations Act as amended. (Appended to these minutes)

The Executive Committee then discussed various possible courses. After the discussion, on motion duly made and seconded, the following preambles and resolutions were unanimously adopted:

WHEREAS, it is the policy of the Institute and of this Executive Committee to maintain and sponsor cooperative and friendly relations between the Institute and the staff; and

WHEREAS, because of the nature of its program the Institute and the staff are equally dependent upon the continuation of cooperative and friendly relations with the many varied organizations, both public and provate, which the Institute serves or which contribute to the Institute's support; and

WHEREAS, it is the view of the Executive Committee that Section 9 (f), (g) and (h) of the National Labor Relations Act establishes a national policy which should be applied to the Institute's relations with outside labor organizations in order to continue the Institute's relationships with public and private groups; and

WHEREAS, in view of the foregoing, the Institute is prepared to enter into negotiations with an outside labor organization, provided such labor organization shall have complied with the provisions of Section 9 (f) (g) and (h) of the National Labor Relations Act as amended;

NOW, THEREFORE, be it

RESOLVED, that upon being advised by the National Labor Relations Board that Community and Social Agency Employees' Union, Local 1707, GCEOC-CIO is in compliance with Section 9 (f), (g) and (h) of th National Labor Relations Act as amended, the Institute will agree to an impartial election among its employees to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union and the Staff Association. If a majority of the employees of the Institute do not select the Union, the Institute will continue to work with the Staff Association; and further

RESOLVED, that pending receipt of such advice by the National Labor Relations Board and such election, the Institute will consult with the Staff Association on matters of general concern to the staff; and further

RESOLVED, that the President of the Institute is empowered and directed to inform all members of the staff of the action taken by the Executive Committee in these resolutions.

Mr. Holland announced that John D. Wilson, Vice President for Operations, was leaving the Institute to join the Chase National Bank. Mr. Holland expressed his own and the Institute's regret at Mr. Wilson's leaving, and appreciation of his contribution to the Institute, particularly the direction he gave to the problem of bringing the fiscal operations to a more efficient level, and the real progress that had been made in setting up fiscal procedures and controls. Mr. Holland also advised that the Institute had received encouraging news from the Department of the Army on the items that had been disallowed in the past; it now appeared that the Institute would not lose more than the amount budgeted to cover disallowances. Members of the Executive Committee spoke warmly of their relationships with Mr. Wilson and of the great loss his resignation was for the Institute. The following motion was made, seconded and approved:

RESOLVED, that the Board of Trustees expresses its deep appreciation to John D. Wilson for his significant service to the Institute during the past two years, and for the outstanding contribution he has made toward the improvement of the programs and operations junder his supervision; and wishes him happiness and success in his important new post.

The meeting adjourned at 2:30 P.M.

Respectfully submitted,

Donald J. Shank
Secretary

INSTITUTE OF INTERNATIONAL EDUCATION

September 15, 1953

TO: All Staff Members

FROM: Kenneth Holland

At its meeting on September 9, 1953, the Executive Committee of the Board of Trustees discussed the fact that the petition which the Institute had filed with the National Labor Relations Board was dismissed on July 13th because CSAE Local 1707, GCEOC - CIO had not complied with the filing requirements of Section 9 (f), (g) and (h) of the National Labor Relations Act as amended. The Executive Committee also considered the request of the Union for an impartial election, and the petition of September 8th signed by some 90 members of the Institute's staff also requesting an impartial election to determine whether the Union or the Staff Association should represent the members of the staff.

After full consideration of the matter, the Executive Committee authorized the following statement to the staff:

1. The Executive Committee of the Board of Trustees earnestly wishes to maintain and sponsor cooperative and friendly relations between the Administration and the Staff.

2. The nature of the Institute's program and its dependency on other organizations, both public and private, for financial support of its program makes it imperative in the interest of the Institute and the Staff that its present cordial relationships with such organizations be continued.

3. It is the view of the Executive Committee that Section 9 (f), (g) and (h) of the National Labor Relations Act establishes a national policy which should be applied to the Institute's relations with outside labor organizations in order to continue the Institute's relationships with public and private groups. Therefore, the Executive Committee believes that any outside labor organization desiring to represent the employees of the Institute should meet the requirements of this section.

4. Upon being advised by the National Labor Relations Board that CSAE Local 1707, GCEOC - CIO is in compliance with Section 9 (f), (g) and (h) of the National Labor Relations Act, the Institute will agree to the holding of an impartial election among the Staff, to be conducted as soon as possible by an independent agency agreeable to the Institute, the Union, and the Staff Association. If a majority of the Staff at such election select the Union as their representative the Institute will bargain with the Union so long as the Union shall continue to represent a majority of the Staff and shall be in compliance with said Section 9 (f), (g) and (h) of the National Labor Relations Act. If a majority of the staff do not select the Union, the Institute will continue to work with the Staff Association.

5. Pending receipt of such advice by the National Labor Relations Board and the holding of such election, the Institute will consult with the Staff Association on matters of general concern to the staff.

AMENDMENT OF NATIONAL LABOR
RELATIONS ACT

"Representatives and Elections"

Sec. 9

(f) No investigation shall be made by the Board of any question affecting commerce concerning the representation of employees, raised by a labor organization under subsection (c) of this section, no petition under section 9 (e) (1) shall be entertained, and no complaint shall be issued pursuant to a charge made by a labor organization under subsection (b) of section 10, unless such labor organization and any national or international labor organization of which such labor organization is an affiliate or constituent unit (A) shall have prior thereto filed with the Secretary of Labor copies of its constitution and bylaws and a report, in such form as the Secretary may prescribe, showing--

(1) the name of such labor organization and the address of its principal place of business;

(2) the names, titles, and compensation and allowances of its three principal officers and of any of its other officers or agents whose aggregate compensation and allowances for the preceding year exceeded $5,000, and the amount of the compensation and alowances paid to each such officer or agent during such year;

(3) the manner in which the officers and agents referred to in clause (2) were elected, appointed, or otherwise selected;

(4) the initiation fee or fees which new members are required to pay on becoming members of such labor organization;

(5) the regular dues or fees which members are required to pay in order to remain members in good standing of such labor organization;

(6) a detailed statement of, or reference to provisions of its constitution and bylaws showing the procedure followed with respect to, (a) qualification for or restrictions on membership, (b) election of officers and stewards, (c) calling of regular and special meetings, (d) levying of assessments, (e) imposition of fines, (f) authorization for bargaining demands, (g) ratification of contract terms, (h) authorization for strikes, (i) authorization for disbursement of union funds, (j) audit of union financial transactions, (k) participation in insurance or other benefit plans, and (l) expulsion of members and the grounds therefor;

and (B) can show that prior thereto it has--

(1) filed with the Secretary of Labor, in such form as the Secretary may prescribe, a report showing all of (a) its receipts of any kindand the sources of such receipts, (b) its total assets and liabilities as of the end of its last fiscal year, (c) the disbursements made by it during such fiscal year, including the purposes for which made; and

(2) furnished to all of the members of such labor organization copies of the financial report required by paragraph (1) hereof to be filed with the Secretary of Labor.

(g) It shall be the obligation of all labor organizations to file annually with the Secretary of Labor, in such form as the Secretary of Labor may prescribe, reports bringing up to date the information required to be supplied in the initial filing by subsection (f) (A) of this section, and to file with the Secretary of Labor and furnish to its members annually financial reports in the form and manner prescribed in subsection (f) (B). No labor organization shall be eligible for certification under this section as the representative of any employees, no petition under section 9 (e) (1) shall be entertained, and no complaint shall issue under section 10 with respect to a charge filed by a labor organization unless it can show that it and any national or international labor organization of which it is an affiliate or constituent unit has complied with its obligation under this subsection.

(h) No investigation shall be made by the Board of any question affecting commerce concerning the representation of employees, raised by a labor organization under subsection (c) of this section, no petition under section 9 (e) (1) shall be entertained, and no complaint shall be issued pursuant to a charge made by a labor organization under subsection (b) of section 10, unless there is on file with the Board an affidavit executed contemporaneously or within the preceding twelve month period by each officer of such labor organization and the officers of any national or international labor organization of which it is an affiliate or constituent unit that he is not a member of the Communist Party or affiliated with such party, and that he does not believe in, and is not a member of or supports any organization that belieges in or teaches, the overthrow of the United States Government by force or by any illegal or unconstitutional methods. The provisions of section 35 A of the Criminal Code shall be applicable in respect to such affidavits.

9-21-53

September 2, 1953

Suggestions for National Selection Committee - 1954-55 Competitions

Chairman of the Executive Committee - Mr. William E. Stevenson
President
Oberlin College

United Kingdom - Chairman - Dr. Edward McCrady, Jr., Vice Chancellor
University of the South

Dr. David Owen
Department of History, Harvard University

Professor Mildred Campbell
Department of History, Vassar College

Dr. Howard Foster Lowry
President, College of Wooster

Mr. John McDonough
1 North LaSalle Street, Chicago, Illinois

Alternate - Mr. Elliot Bell
Publisher, McGraw-Hill Company, New York City

France - Chairman - Professor Germaine Bree, Chairman
French Department
New York University

M. Pierre Bedard
Director, Parsons School of Design

Rev. Father Eugene K. Culhane
Dean, College of Arts and Sciences, Fordham University

Mr. Lewis Galantiere
Policy Advisor, Radio for Free Europe

Professor Charles I. Silin
Tulane University

Professor Henry Ehrmann
Professor of Political Science, University of Colorado

Western Europe - (Austria, Belgium, Denmark, Finland, Germany, Greece, Italy, Netherlands, Norway)

Chairman - Dr. Robert B. Stewart, Dean
Fletcher School of Law and Diplomacy

Dr. Harald Ingholt
Department of Classics, Yale University

Professor A. T. MacAllister
Department of Modern Languages, Princeton University

Dr. Herbert E. Longnecker
Dean, Graduate School, University of Pittsburgh

Dr. Katherine Simms
Agnes Scott College

Alternate - Dr. Karl Litzenberg
University of Michigan

Germany - Chairman - Dean Alonzo Grace
School of Higher Education
New York University

Dr. J. J. Oppenheimer
University of Louisville

Dr. Ralph Burns
Professor of Education, Dartmouth College

Dr. J. A. Burzle
Department of Germanic and Slavic Languages, University of Kansas, Lawrence

Professor Jacques R. Breitenbucher
Miami University, Oxford

Australia, New Zealand, Union of South Africa, Middle East, and Asia

Chairman - Professor Lewis Thomas
Professor of Turkish and Middle Eastern Studies
Princeton University

Professor Kenneth Morgan
Chaplain, Colgate University

Mr. Chadbourne Gilpatric
Humanities Division, Rockefeller Foundation

Ass. Professor Robert Ward
Acting Director, Center for Japanese Studies and Far Eastern Studies
University of Michigan

Dr. Louise Overacker
Department of Political Science, Wellesley College

Consulting Members

Miss Margaret Parton
New York Herald Tribune

Dr. Carl Blegen
Dean, University of Cincinnati

Dr. Hugh Borton
Assistant Director, East Asian Institute, Columbia University

Dr. W. Norman Brown
Chairman, South Asia Regional Studies, University of Pennsylvania

Professor Cyrus H. Gordon
Professor of Assyriology and Egyptology, Dropsie College

Mr. H. B. Whipple
Standard-Vacuum Company, New York City

Dr. Henry Chauncey
President, Educational Testing Service, Princeton, New Jersey

Buenos Aires Convention Program

Dr. Frank Tannenbaum
Department of Latin American History, Columbia University

Dr. Sturgis Leavitt
Adviser to Foreign Students, University of North Carolina

Professor Harry Bernstein
Department of History, Brooklyn College

Dr. Arthur P. Whitaker
Professor of Latin American History, University of Pennsylvania

NATIONAL SELECTION COMMITTEE
1954-55 Competition

ART JURY - Painting & Sculpture

Alfred Barr
Museum of Modern Art
New York

Stewart Klonis, Director
Art Student's League
New York

Jack Gordon
Brooklyn Museum
New York

Isabel Bishop - Painter

Eugene Speicher - Painter

Alt. Lloyd Goodrich, Assoc. Director
Whitney Museum

Franklin Watkins
Pa. Academy of Fine Arts

ART JURY - Design

Ruth Reeves
Cooper Union & Columbia

George Nelson - Designer
New York

Russel Wright - Industrial Designer
New York

Paul Rand - Print Design
New York

ART JURY - Architecture

Philip Goodwin
New York

Pietro Belluschi
M.I.T.

DRAMA JURY

Sawyer Falk
Syracuse U.

Rosamond Gilder
ANTA

Sanford Meisner
Neighborhood Playhouse

SOCIAL WORK JURY

Betty Anderson
N.Y. School of Social Work

Cora Kasius, Editor
Journal of Social Case Work

Ann Elizabeth Neely, Asst. Dir.
Amer. Assoc. of Schools of
Social Work

Theodate Soule
Director of Social Service

Consultants

Ruth Gilbert, Assoc. Prof. of
Nursing Education
Teachers College

Frances Frazier, Instructor in
Nursing Education
Teachers College

Josephine Rathbone
Department of Phys. Ed.
Teachers College

Frederick Gutheim, AIA
City Planner
N. Y. or Washington

Alt. Morris Ketchum
Morris, Gine & Sharp

WORKERS & ADULT EDUCATION JURY

Eleanor Coit
Labor Education Service

John Connors, Director
Workers Education Bureau
American Federation of Labor

Lawrence Rogin
Education Director
Textile Workers Union of America

Bessie Sharp
N. Y. Adult Education Council

Mark Starr
Education Director
ILGWU

MUSIC JURY - Piano

Erich Itor Kahn
30 East 92nd Street
New York 28, N. Y.

Bruce Simonds
Dean, Music School
Yale University
New Haven, Connecticut

Mme. Van Gerova
Curtis School
Philadelphia, Pennsylvania

Alt. Claudio Arrau
Concert Pianist
New York

MUSIC JURY - Instrumentalists

Mr. Robert Baker
180 Midwood Street
Brooklyn 25, N. Y.

Mr. Chalmers Clifton
25 East 83 Street
New York 28, N. Y.

Mr. Roman Totenberg
15 Far Meadow Road
Scarsdale, New York

Leopold Mannes, Director
Mannes School
New York

MUSIC JURY - Voice

Mr. Mack Harrell
Juilliard School of Music
New York 27, N. Y.

Mr. Wilfrid Pelletier
1425 Broadway
New York 18, N. Y.

Gibner King
Teacher & Coach of Voice
New York City

Alt. Charles Kullman
Met. Opera Company
New York

MUSIC JURY - Composition

Dr. Philip James, Head
Department of Music
New York University
Washington Square, N.Y.

Dr. Karol Rathsus
Department of Music
Queens College
Flushing, Long Island

Roger Sessions
Composer in Residence
Princeton University
Princeton, New Jersey

Alt. Peter Mennin
Juilliard School & Eastman School

MUSIC JURY - Musicology

Dr. Gustave Reese
50 Park Avenue
New York

Dr. Erich Hertzmann
Assoc. Prof. of Music
Columbia University
New York 27, N. Y.

Dr. Carleton S. Smith
Curator of Music
New York Public Library
New York

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED
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June 24, 1953

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

As the attached minutes of the meeting of the Executive Committee of the Board of Trustees on Friday, June 19 indicates, serious attention was given to the matter of unionization of the employees of the Institute. The Executive Committee had before it a letter from the national representative of the Community and Social Agency Employees, Local 1707, GCEOC-CIO stating that a majority of the employees have chosen this union to represent them in their relations with the Administration, as well as documents from the Staff Association and from a committee opposed to unionization of employees.

After careful consideration of these documents, the Executive Committee voted unanimously to refer to the National Labor Relations Board a petition for certification. The full resolution of the Executive Committee is reported in item II of the minutes. The Executive Committee instructed me to report this action immediately to the full Board and to request individual members to send in as soon as possible their reactions to it.

Sincerely yours,

Ken

Kenneth Holland
President

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

June 26, 1953

Dear Trustee:

I neglected through an error to include in the Minutes of the Executive Committee meeting of June 19, 1953 an important paragraph dealing with the reasoning behind the action of the Executive Committee in submitting a petition for certification to the National Labor Relations Board with respect to the attempt to unionize employees of the Institute. This paragraph should be inserted at the end of the paragraph at the top of page two of the Minutes sent to you on June 25, 1953.

"The Chairman, reporting as counsel for the Institute, stated that as a nonprofit charitable corporation the Institute was exempted from the provisions of the New York State Labor Relations Act. However, no similar exemption is provided in the Federal Labor-Management Relations Act. The test under the Federal Labor-Management Relations Act is whether the Institute is engaged in interstate commerce. The activities of the Institute include the transportation of students to and from the various states of the union and the circulation of the News Bulletin and other pamphlets through the mails. While it is doubtful if such activities have any substantial effect on interstate commerce, the Chairman suggested that this was a matter for the National Labor Relations Board to decide. There have been cases involving charitable institutions where the National Labor Relations Board has held that their activities had no significant effect on interstate commerce since they did not involve the commercial transportation of goods. The National Labor Relations Board might follow these cases with respect to the Institute and decline jurisdiction over the Institute. In such event it will be established that the Institute is not subject to the Federal Labor-Management Relations Act, and it can then conduct an election among the employees to determine their bargaining agent without reference to the Federal law. On the other hand, should the National Labor Relations Board take jurisdiction it will conduct, under the law, an impartial election among the Institute's employees."

I believe that this additional information will clarify the action taken.

Sincerely yours,

Donald J. Shank
Secretary

MINUTES OF THE EXECUTIVE COMMITTEE MEETING
of the
BOARD OF TRUSTEES
of the
INSTITUTE OF INTERNATIONAL EDUCATION

Held on Friday, June 19, 1953 at 12:30 P.M.

The following members of the Executive Committee were present:

Dudley B. Bonsal
Kenneth Holland
Mrs. Samuel A. Lewisohn
Mrs. Maurice T. Moore
Eustace Seligman
George N. Shuster
Mark Starr
Ordway Tead

The following persons were also present:

Donald J. Shank, Executive Vice President and Secretary
John D. Wilson, Vice President for Operations and Assistant Treasurer

I. Financial Matters

Mr. Wilson presented a draft of the Institute's administrative budget for the period July 1, 1953 to June 30, 1954 totalling $1,347,055 (see Appendix I). In presenting the budget the officers pointed out that the estimate of administrative income from government contracts was based on the assumption of a reduction of 25% in the number of new students who would be placed in 1953-54. It was felt necessary to make this assumption in view of the present uncertainty regarding Congressional action on the exchange programs. The major increase in the estimated budget is the inclusion of a substantial amount designated in a special grant for the intensive development of a central index of exchange persons. In general discussion of the financial situation for the current year Mr. Wilson predicted that there would be no deficit but that there may be little, if any, funds available to constitute a needed reserve. Mrs. Lewisohn questioned whether the budget for the coming year included funds for the activities of the Women's Committee and was told that it did not. It was moved, seconded and approved:

THAT the officers review the staff needs of the Women's Committee for the coming year and try to make appropriate provision for such needs with the understanding that a separate financial appeal would not be made for such funds.

THAT the officers establish a reserve fund of at least $10,000 to be provided out of the 1953-54 budget and present a revision of the budget to the full Board of Trustees at its November meeting.

THAT the budget for 1953-54 in the sum of $1,347,055 be accepted subject to later revisions.

II. Staff Matters

The Officers reviewed with the Executive Committee the history of the Staff Association of the Institute and the more recent moves by union groups to organize the employees of the New York office. A number of documents were presented, including the president's statement of May 25 to the entire staff regarding the Institute's salary scale and a letter from the National representative of the Community and Social Agency Employees, Local 1707,

GCEOC-CIO stating that a majority of the employees have chosen the above union to represent them. Statements were also presented from the Staff Association and from a committee opposed to the unionization of employees of the Institute urging continued work with the Staff Association. After extended discussion, the following motion was made, seconded and unanimously approved:

WHEREAS, the President has presented to the Executive Committee a letter addressed to him under date of May 25, 1953, from J. Patricia Smith, National Representative of the Community and Social Agency Employees' Union, Local 1707-CIO, 133 West 44th Street, New York, N. Y. which letter states that a majority of the employees of this Institute have chosen the said Union to represent them for purposes of collective bargaining; and

WHEREAS, the President has submitted to the Executive Committee a memorandum addressed to him, dated June 18, 1953, and signed by a substantial number of employees, who state they are opposed to unionization of the employees of the Institute and urge the continuance of negotiations between the Administration of the Institute and the employees through the Staff Association; and

WHEREAS, neither this Executive Committee nor the officers of the Institute should interfere with the right of the employees of the Institute to select representatives of their own choosing to negotiate with the Administration on all matters usually included within the term "collective bargaining", nor express any preference as to the selection to be made by the employees of the Institute;

NOW, THEREFORE, be it

RESOLVED, that this Institute file with the National Labor Relations Board a petition for certification, pursuant to Section 9(c) of the Labor Management Relations Act, to the end that an impartial election may be conducted among the employees of the Institute to select a representative body for the purpose of collective bargaining; and further

RESOLVED, that the President or a Vice President of the Institute be, and he hereby is, authorized, empowered and directed to prepare and file with the National Labor Relations Board a petition in accordance with these resolutions as soon as possible.

The officers were instructed to report this action immediately to all members of the Board of Trustees and to request individual members to return immediately their comments regarding them.

III. Senatorial Investigations

Mr. Holland reported that although the newspapers had indicated that a Senatorial committee was investigating the exchange of students program, the Institute had had no formal word or direct request to supply information for such an investigation. The Institute has supplied to the State Department at its request for transmittal to the Senate committee the list of names of persons serving on selection committees here and abroad and professional consultants who advise the Institute on academic placement matters.

IV. National Selection Committees

Mr. Shank reported that the officers and the Nominating Committee wished to submit the names of persons being considered for the national selection committee for the Fulbright program for 1953-54 by mail ballot for approval prior to the November meeting of the Board of Trustees. It was pointed out that under the tight schedule of the Fulbright operation the various selection committees would need to start work well before the November meeting. The Executive Committee agreed that this was a desirable procedure.

The meeting adjourned at 2:00 P.M.

Respectfully submitted,

Donald J. Shank
Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
of the
INSTITUTE OF INTERNATIONAL EDUCATION

Held at 1 East 67th Street, New York City
Monday, May 11, 1953, 2:30 - 5:00 P.M.

The following members of the Board of Trustees were present:

Frank Altschul
Edward W. Barrett
Dudley B. Bonsal
Ralph J. Bunche
Harry J. Carman
Arthur H. Compton
Stephen P. Duggan, Jr.
Frederick S. Dunn
Kenneth Holland
Arthur A. Houghton, Jr.
James Marshall (following election)
Mrs. Millicent C. McIntosh
Dorsey Richardson
Mrs. Henry P. Russell
William E. Stevenson
George D. Stoddard
Ordway Tead
Juan Trippe

The following persons were also present:

Donald J. Shank, Executive Vice President and Secretary
John D. Wilson, Vice President for Operations and Assistant Treasurer
Pearl G. Purcell, Assistant Secretary
Dr. Ben Cherrington and Mrs. Louise Wright, directors respectively of the Rocky Mountain and Midwest Regional Offices, participated in the latter part of the meeting.

Dr. George D. Stoddard, Chairman, called the meeting to order at 2:30 P.M.

I. Roll Call and Proxies

No proxies were necessary as more than a quorum was present.

II. Approval of Minutes

The minutes of the Board of Trustees meeting held on February 11, 1953 were approved with the following corrections.

1) Mr. James M. Nicely was added to the members present

2) Page 5, paragraph 4, Financial Matters, was corrected to read as follows:

"Mr. Nicely suggested that, to the extent possible, income from temporary investment of Institute cash in treasury securities be placed in reserve, and not be allocated to enxpenditures."

The minutes of the Executive Committee meeting on March 26, 1953 were moved, seconded and approved.

III. Report of the Nominating Committee

Ordway Tead, Chairman of the Nominating Committee, presented the name of James Marshall for a two year term as a member of the Board of Trustees. Mr. Marshall's nomination was unanimously approved.

IV. Report on Foundation Developments

Mr. Holland reported that the officers and Development staff held today a helpful meeting with the Financial Development Committee of the Board of Trustees and that part of the discussion on foundations would include the recommendations of the Committee.

Regarding the letter of March 31st from H. Rowan Gaither, Director of the Ford Foundation, (included in the documentation) Mr. Holland stated that, although the letter does not include this information, he had been advised personally that at the March 1953 meeting of the Board of the Ford Foundation a grant of $1,250,000 had been allotted for the Institute for a four year period. This means that grants in future years will be on a declining scale, since the grant for the year starting July 1, 1953 is $425,000. In discussions with representatives of the Ford Foundation, and in the letter of March 31st, the Ford Foundation indicated that they would like to see the Institute broaden the base of its financial support and requested the officers of the Institute to present a plan showing how they would raise funds from new sources. To comply with this request the document of April 17th "Memorandum to the Ford Foundation regarding future activities for support of the IIE" (submitted with the documentation for this meeting) was presented to the Ford Foundation and also discussed by the Financial Development Committee at its luncheon meeting today.

Regarding the table on page 6 of this document which estimates the breakdown of sources of anticipated income during the next four years, the Financial Development Committee had discussed ways and means of raising the funds needed and had two major recommendations to make. In presenting the two suggestions, Mr. Duggan stated that it was the opinion of the Financial Development Committee that corporations were the most important potential source of new funds for the Institute. The following were the two suggestions:

1.- That the Institute form an associate membership and endeavor to get corporate officials and directors to become members. There would be a small membership fee of $25 but the aim of this group would not be to raise money but to secure interest and support for the Institute's programs.

2. That IIE create a periodic popular report for members and corporations to present graphically the activities of the organization.

A motion was made and approved that the staff investigate further the possibilities of the above two recommendations and that the officers be authorized to take the necessary action to put them into effect.

With reference to the funds to be raised by the regional offices, Mr. Holland stated that during his visit of the past two weeks to the regional offices the directors and members of the Advisory Committees of the Houston and Denver offices had indicated that they were prepared to undertake to raise a part of their administrative budget. In Denver, Dr. Cherrington, the Director, arranged a meeting for Mr. Holland with representatives of a number of foundations and it was Mr. Holland's and Dr. Cherrington's hope that they might receive favorable action from several of the foundations. However, several of the foundations were limited in their contributions to the Colorado area which would mean they could contribute to the Denver office and its activities but not to the New York headquarters. This is true of a number of foundations throughout the United States.

Mrs. Russell raised a question regarding the Los Angeles Center which was being incorporated so that it could receive financial contributions. She pointed out that the Los Angeles Center could receive contributions just for the Center and therefore any funds it might raise would not necessarily be for the Institute. She also pointed out the difficulty of raising funds from both the San Francisco and Los Angeles offices since they might be approaching some of the same large industrial firms. At this point an explanation was requested concerning the Institute's association with the Los Angeles Center which Mr. Shank furnished. The Ford Foundation had been having difficulties in the Los Angeles area due to (1) a number of groups having become involved in the exchange programs, and (2) the pressure being brought to bear on the Ford Foundation since they were located in Pasadena. The Ford Foundation had requested, and the Institute agreed to become affiliated with the Center and to handle its finances but it is expected that at the end of a three year period (in another two years) when the Center is expected to become self-supporting, that the Institute would sever its relationship. Mr. Holland stated that when he was in Pasadena two weeks ago he talked to a representative of the Ford Foundation and asked if they would not make their grant directly to the Los Angeles Center. He was advise that the Ford Foundation would prefer to continue to make the grant through the Institute for the next two years.

Mr. Shank reported that the Directors of the Regional Offices would all meet with the New York staff in September to lay out the fund raising program for each center.

V. Financial Matters

In presenting the Auditor's Report Mr. Wilson pointed out the report had already been discussed at the February meeting of the Board of Trustees but that at that time the report had not been available for distribution. Concerning the unreimbursed accounts receivable, the Institute is still working with the Department of the Army in an effort to obtain payment on the items they question. At the last meeting Mr. Wilson had stated that there was a valuation reserve of approximately $35,000 against which we could draw for those items not approved by the Army. At that time he had stated that he did not feel this valuation reserve was adequate. He still was not able to give any final judgment on this.

Mr. Wilson reviewed the balance sheet as of March 31, 1953. He said that the expenditures for the first nine months were slightly below the monthly ratio of the total budget. However, it is anticipated that the entire budgeted amount will be expended during the next three months since this is customarily a heavier period for program expenditures. Regarding page 2 of the statement concerning the income, Mr. Wilson stated it is anticipated that the income may be somewhat larger than shown if the Institute is able to accomplish everything that the government contracts call for. However, there is a strong possibility that the Institute will not be able to carry out all of the work called for in view of the difficulty of getting private scholarships. This contingency was taken into account in revising the budget.

A proposed budget for 1953-54 will be distributed at the June meeting of the Executive Committee.

Mr. Wilson explained that in order to simplify work done in the Accounting Department in reconciling balances the officers were recommending that two special checking accounts be opened. The following resolution was read, seconded and adopted:

RESOLVED, That special checking accounts be opened with the Guaranty Trust Company of New York as follows:

1) Maintenance Stipend Account - "P" series checks

2) Program Fund Account - "N" series checks

These special checking accounts shall be in addition to the regular checking accounts, the special Payroll Account, and the joint Army accounts.

The same signatures and facsimile signatures are authorized as for the regular account.

VI. Mr. Wilson's report on his trip to Europe and Africa

Mr. Wilson reported on his trip to Europe and Africa, which was financed by the Ford Foundation, and which was made for the purpose of exploring the present and potential exchange of persons programs with Africa. This trip covered a period of nine weeks during which he visited the following countries and met with representatives of government, educational and cultural organizations, and individuals concerned with exchange of persons programs: England and France (particularly to meet with officials of the Colonial offices), Egypt, Ethiopia, Kenya, Belgian Congo, French Equatorial Africa, Gold Coast, Nigeria, Liberia, Sierra Leone, and French West Africa.

Mr. Wilson recommended that exchange of persons programs be established with the following countries and that selections be made in the fields most important to the economic and social development of the countries concerned for which facilities in the United States afford opportunities for study and training that are not available elsewhere:

Ethiopia - IIE should attempt to obtain scholarship aid for unusual cases which the Public Affairs Officer might recommend. This program should not have high priority since there were a limited number of eligible students and there were other alternative scholarship opportunities.

British East Africa - five (5) full fellowships

Gold Coast - 5 Fellowships for post-graduate study and training

Nigeria - discontinue emergency aid and establish 5 grants for mature individuals for advanced training or observation.

Sierra Leone - 1 Fellowship for 1954-55 for advanced study and training--possibly increase to 2 or 3 Fellowships in subsequent years

Liberia - the Institute should examine the present Government of Liberia scholarships program (153 students now in the U.S.) since the government of Liberia has asked the Institute to administer this program. Also recommended 2 full grants be made if possible and IIE should try to obtain additional travel grants.

French West Africa - 1 grant during first year of program for advanced study or training; hope to increase number in subsequent years.

Mr. Wilson does not recommend programs for French Equatorial Africa or the Belgian Congo at present. This recommendation is based on the areas being less advanced and too few Africans eligible for scholarships. However, he hopes that within three years the situation would change and that exchange programs can be established.

It is recommended that candidates brought from these areas be at the post-graduate level, inasmuch as colonial governments, TCA, and United Nations organizations are providing adequate opportunities for undergraduates. For the most part, candidates will be drawn from government departments and the junior staffs of the colleges in Uganda and in West Africa. Selection should be in fields which are of critical importance to the economic and social development of the countries concerned and for which U.S. educational institutions are uniquely equipped to give training. The most important of these fields are: agriculture, community development, public health, veterinary science, and certain engineering specialties. Public administration is also a field of importance, although training for it often takes the form of advanced training in the professional field involved - e.g., agriculture.

It was further recommended that individuals be selected not only for training in universities, but also in some instances for shorter periods of practical observation and training.

Dr. Bunche raised a question as to why Somaliland was not being considered as part of the program. He asked this on the basis of the fact that Somaliland would be independent in about seven years and from information he has received they were in need of additional training opportunities. Mr. Wilson was asked to check on this question.

Questions were also raised concerning the Institute's program with South Africa, particularly as to whether there was any discrimination against African students. Mr. Wilson was requested to discuss this matter with the Institute's African Advisory Committee and to bring back recommendations to the November meeting of the Board of Trustees.

VII. Staff Matters

Mr. Shank reported on the Staff Association's requests for a 15 per cent cost-of-living increase. Mr. Shank reviewed the action of the Executive Committee in December 1952 when a request from the Staff Association for a 15 per cent increase in salaries was denied and distributed copies of a memorandum dated April 7 from the Staff Association again requesting a 15 per cent cost-of-living increase. On April 21 the officers of the Institute met with the officers of the Staff Association to discuss their memo, at which time the officers of the Administration again turned down the request from the Staff Association due to lack of funds (a 15 per cent increase in salaries would involve approximately $100,000 exclusive of officers and directors), but offered to consider other matters involving finances such as increments, severance pay, etc. The Staff Association was invited to present their thinking on these matters. On May 5th Mr. Shank wrote to the Staff Association quoting the two paragraphs concerning this question from page 2 of the Staff Progress Report and again stated that the officers would welcome discussion on other matters involving smaller financial expenditures. On May 7th the Staff Association replied by reiterating its request for a 15 per cent increase and asking what percentage the officers and the Board of Trustees were prepared to offer.

The Board recommended that a meeting be arranged of three or four members of the Board of Trustees and representatives of the Staff Association to review again their request for a 15 per cent cost-of-living increase and that a report be made to the June meeting of the Executive Committee. A motion was duly made, seconded and approved to the effect that the memorandum of April 7th from the Staff Association was received and considered by the Board of Trustees and had been referred to a special committee of the Board for further consultation with representatives of the Staff Association; and that the matter then be referred to the Executive Committee with power to act for the Board.

VII. Regional Offices

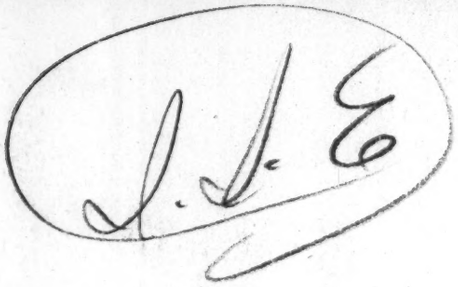
Mrs. Louise Wright and Dr. Ben Cherrington joined the Board and outlined the major activities of the regional offices, their services to the foreign students, to the administrators of colleges and universities, State Department leader programs, development of community hospitality and publicity. Several problems were stated; one being the large amount of time and effort of the regional offices being put into the State Department leader programs (approximately 50 per cent of staff time). Another problem discussed was fund raising for the regional offices. Dr. Cherrington indicated that he believed he would not have difficulty in raising some funds for the Denver regional office whereas Mrs. Wright indicated she thought she would. Mrs. Russell had also indicated that as far as the San Francisco office was concerned she believed it would be difficult to raise administrative funds although it was not difficult to obtain services, such as hospitality, for foreign visitors.

There were expressions of appreciation for the excellent work being done by the Regional Offices and Dr. Compton and Dr. Stoddard, whose universities are in the area covered by the Chicago office, spoke of the fine services being rendered by Louise Wright and the Chicago office. They stated that their foreign service advisors looked with real confidence to Chicago and that they have had substantial assistance from the activities of that office.

The meeting adjourned at 5:00 P.M.

Respectfully submitted,

Donald J. Shank
Secretary



March 13, 1953

Dear Ken:

I'm sorry, but I just have no choice but to decline your invitation to become a member of the Committee on Germany. The television show has me working almost literally an 8-day-week, and I don't see how I could take on any additional extra-curricular activities.

As ever yours,

Mr. Kenneth Holland
Institute of Internation Education
1 East 67th Street
New York 21, New York

INSTITUTE OF
INTERNATIONAL EDUCATION
INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, and San Francisco • European Office: 173 Boulevard Saint-Germain, Paris (VIe) France

March 9, 1953

Regrets

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear ~~Mr. Murrow~~ Ed:

At its February meeting, the Board of Trustees of the Institute of International Education approved the formation of a special Committee on Germany, to be an advisory body to the officers in developing closer cultural relations between Germany and the United States.

It is my honor and pleasure to invite you to become a member of the Committee on Germany to join with other representative Americans for informal discussion two or three times a year of programs which can effectively increase mutual understanding between the two countries.

The first meeting will be held on Wednesday, March 18, at 4:00 p.m., at the Institute's offices at Fifth Avenue and 67th Street, when we shall have with us the Honorable Dr. Ernst Reuter, Lord Mayor of Berlin. We hope that Mrs. John McCloy will be chairman of the meeting. I trust that it may be possible for you to join us at that time for discussion of current problems in Germany.

Will you let me know whether you can be here to meet with Dr. Reuter?

With appreciation for your interest in these exchange programs,

Sincerely yours,

Kenneth Holland
President

C III F

June 26, 1959

Mr. Donald Shank
Institute of International Education
1 East 67th Street
New York 21, N.Y.

Dear Don:

This boy, Uri Marinov, is one of the most remarkable young men I have ever met. I know him well. He has a first-class mind, great personal charm and, I suspect, one day will be a real leader in Israel. Could you ask someone to send him the necessary information. Many thanks.

As ever yours,

ERM:skh

INSTITUTE OF INTERNATIONAL EDUCATION
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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

March 20, 1959

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

Perhaps while the level of radio and TV programs sinks to a new low during your absence, the cultural life of the U.S. and even the world might nevertheless be enriched if we could interest you in considering the role of the IIE as you travel throughout the world.

I wonder if before you depart it would be possible for me to lunch with you at the Century Club to discuss some of our plans? They included a Fourth National Conference in San Francisco, which will have emphasis on our relations with Asian countries. We would appreciate your keeping in mind the fact that we would like to invite some leaders from Asia to this meeting, which is to be held in November 1960. In fact, it would be a good idea for you to pick out some of the members of the panel which we hope you will chair at the San Francisco meeting. Your performance in Washington was so magnificent that the representatives of the 139 Participating Organizations say they will not sponsor another conference unless you chair another plenary session panel.

Sincerely yours,

Kenneth Holland
President

May 18.

INSTITUTE OF INTERNATIONAL EDUCATION
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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

January 9, 1959

Mr. Edward R. Murrow
Columbia Broadcasting Company
485 Madison Avenue
New York, New York

Dear Ed:

I am sorry you were not able to attend the luncheon on Monday, January 5, to discuss the East-West Plenary Session of the Third National Conference.

We agreed at that time to send each member of the panel a copy of a November report to our Advisory Committee of College and University Presidents, which briefly reviewed developments in East-West exchanges as of that date, and this is enclosed. Also enclosed you will find a copy of a speech I delivered last month in Denver. This includes later news on East-West exchanges.

To bring you up-to-date on some major points since then:

1. There are now 17 Soviet graduate students in the United States: eight at the University of California at Berkeley, two at the University of Washington, one at the University of Chicago, four at Columbia, and two at Harvard. Four others have applied for visas and may be expected here soon.

2. The Institute of International Education will administer a new exchange program with Yugoslavia which is being sponsored by the Ford Foundation. This program will bring to this country for varying periods of travel and study a number of Yugoslav government leaders, university professors and specialists in various fields of the social sciences and humanities.

Reviewing some of the points of our conversation and drawing upon our experience with exchanges, I should like to suggest some questions which you might consider for the panel discussion.

1. What is the case for East-West exchanges? What do we hope to achieve and, in the light of Communist propaganda and objectives, what can we realistically expect to accomplish?

2. Should exchange programs with the Soviet Union be planned and financed primarily by United States governmental agencies or should individual organizations and institutions be encouraged to pursue private direct negotiations with the Soviet Union?

3. Should the United States adhere strictly to the principle of reciprocity in exchanges with the U.S.S.R.? This refers not only to numbers of persons, types of exchanges and length of visits but also to such restrictions as closed areas.

4. Political developments have permitted the initiation of some exchange programs with Poland and Yugoslavia. Should the United States at this time pursue the development of exchanges with other Eastern European countries: Rumania, Bulgaria, Hungary, Czechoslovakia, Albania?

5. Should we seek exchanges with Communist China?

Discussion of such questions, as well as others you will bring to the panel, will surely make your plenary session the highlight of the conference. Please let me know if you have any further comment or question about the panel. I look forward to seeing you soon.

Sincerely yours,

Kenneth Holland
President

Enclosures

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December 3, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

We have received from The New Republic a check for $75, which they state is a fee due you and which you asked be sent to us. Ken is on a trip West for two weeks, so in his absence I would like to express the appreciation of all of us here at IIE for this generous contribution. I am enclosing our receipt in the amount of $75 for your records.

With best personal regards,

Sincerely yours,

Don

Donald J. Shank
Executive Vice President

INSTITUTE OF INTERNATIONAL EDUCATION

1 EAST 67TH STREET, NEW YORK 21, N. Y.

REGIONAL OFFICES:
CHICAGO, HOUSTON, SAN FRANCISCO, DENVER,
WASHINGTON, D. C.

RECEIPT NO C 30273

DATE 11/28/58

REMITTANCE DESIGNATED FOR:

Contribution

AMOUNT

$75.00 A/c 2280-1

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

OFFICIAL RECEIPT

WE THANK YOU FOR YOUR REMITTANCE.

INSTITUTE OF INTERNATIONAL EDUCATION

Senita Lee

CASHIER.

~~Shank, Don~~

I.I.E.

November 21, 1958

Mr. Donald J. Shank
Institute of International Education
1 East 67th Street
New York 21, N.Y.

Dear Don:

Thank you for your letter about the Institute's News Bulletin. Much as I would like to, I shall not be able to contribute to the special issue. I am working an eight-day week just now, and spare time for anything extra is practically non-existent.

Sincerely yours,

INSTITUTE OF INTERNATIONAL EDUCATION
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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

November 18, 1958

Mr. Edward R. Murrow
The Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

The January edition of the Institute's News Bulletin will be a special issue on the "Student and Society." It will contain articles describing the social and political status of university students in several countries and regions of the world, as well as their attitudes towards their communities and the world. Because of your early participation in student groups, and your continued interest in international student exchange, we thought that you might enjoy writing the lead editorial.

We have invited student leaders and university personnel in Latin America, Asia and Europe to discuss the following questions: Do students constitute a special group or class in themselves? Do they have special privileges or responsibilities to the community? To what extent do they -- and should they -- participate in political activity, both as individuals and in organized student political groups? To what extent are student groups a political or social force? These are only suggested topics of discussion; please feel free to deal with the aspects of the problem which seem to you the most interesting and important.

Editorials for the Bulletin are usually 800-1000 words long, and the deadline for the January issue is December 20th. If you have any other suggestions for the article or any questions about it, please do not hesitate to write to me.

The News Bulletin staff and I hope very much that you will write the editorial for our special issue on the "Student and Society" and we look forward to hearing from you.

Sincerely yours,

Don

Donald J. Shank
Executive Vice President

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400. Cable Address: INTERED

November 19, 1958

Mr. Edward R. Murrow
485 Madison Avenue
New York, New York

Dear Ed:

We haven't yet had a reply from Lester Pearson so I have sent him the enclosed wire.

Regards.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosure

Telefax **WESTERN UNION** Telefax

SENDING BLANK

CALL LETTERS BVS

CHARGE INSTITUTE OF INTERNATIONAL EDUCATION

FAX PD 11/19/58

HON LESTER B PEARSON
HOUSE OF COMMONS
OTTAWA (CANADA)

HAVE YOU HAD AN OPPORTUNITY TO CONSIDER OUR INVITATION OF OCTOBER NINTH FORWARDED BY EDWARD R MURROW TO SERVE JANUARY TWENTYEIGHT MORNING PLENARY SESSION PANEL ON US CULTURAL RELATIONS WITH FOREIGN NATIONS AT THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS WASHINGTON DC. SINCERELY HOPE YOUR SCHEDULE PERMITS YOU JOIN US THAT OCCASION. WOULD WELCOME YOUR REPLY BY COLLECT WIRE

KENNETH HOLLAND
PRESIDENT
INSTITUTE OF INTERNATIONAL EDUCATION

cc. Edward R. Murrow

Send the above message, subject to the terms on back hereof, which are hereby agreed to

PLEASE TYPE OR WRITE PLAINLY WITHIN BORDER—DO NOT FOLD

1269—(R 4-55)

F.

Tell Holland.

HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

Office of the Leader of the Opposition
Cabinet du Chef de l'Opposition

Ottawa,
November 15, 1958.

Dear Ed:

I have been touring the country for some weeks and have given lectures in two schools in the States and have only just now returned to Ottawa and seen your note of October 27th about Ken Holland's invitation.

I doubt very much if I could attend since it is rumoured that Parliament will open on January 22nd and I would have to be here over that period.

Thank you for writing me and best regards,

Yours sincerely,

Mike Pearson

Edward R. Murrow, Esq.,
485 Madison Avenue,
New York 22, N.Y.

Pearson, Hon. Lester B.

October 27, 1958

Dear Mike:

I understand that my old friend, Ken Holland, President of Institute of International Education, has invited you to play a major part in the Third National Conference on Exchange of Persons which the Institute is sponsoring, in cooperation with 130 National Participating and Observer Organizations, in Washington, D. C., January 28-31, 1959.

As a member of the Board of Trustees, I have some interest in the Institute and write now to say that if you could possibly fit this into your extremely heavy schedule, it would be a great service to an eminently worthy cause.

With best regards.

Sincerely yours,

The Honorable Lester B. Pearson, P.C., C.B.E.; M. P.
House of Commons
Ottawa, Canada

mec

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REGIONAL OFFICES: WASHINGTON, CHICAGO, DENVER, HOUSTON, SAN FRANCISCO

October 9, 1958

The Honorable Lester B. Pearson
House of Commons
Ottawa, Canada

Dear Mr. Pearson:

I am writing to invite you to play a major part in the Third National Conference on Exchange of Persons which the Institute is sponsoring, in cooperation with 130 National Participating and Observer Organizations, in Washington, D. C., January 28-31, 1959.

The theme of the Conference is "World Progress Through Educational Exchange." A copy of the tentative program is enclosed. I am honored to invite you to serve as member of the January 28 Plenary Session panel on "U.S. Cultural Relations with Foreign Nations." We are inviting as your co-panelists: George N. Shuster, President, Hunter College, (chairman); Senator J. William Fulbright; Chester Bowles; Milton Eisenhower, President, Johns Hopkins University; Leonard Bernstein, Conductor, New York Philharmonic Symphony Orchestra.

The Conference will provide an opportunity for a review of the 20-year record of United States cultural relations with foreign nations, of the contribution of current exchange programs to international understanding and progress, and of plans for future exchange activities. We expect that workshop sessions and small discussion groups will, in addition, provide an opportunity for concentrated discussion of the goals and techniques of international exchange.

The Conference is the third in a series of national meetings which have made significant contribution to the development of public support for exchange programs.

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RALPH J. BUNCHE
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Columbia Broadcasting System

ROSEMARY PARK
President, Connecticut College

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Chairman of the Board, Parker Pen Company

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EUSTACE SELIGMAN
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Chairman, Board of Directors
National Travelers Aid Association

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New York University

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President, Pan American World Airways

EDWARD M. M. WARBURG
Chairman, Joint Distribution Committee

ARTHUR K. WATSON
President, IBM World Trade Corporation

MRS. GEORGE D. WOODS
Civic Leader, New York City

JAMES D. ZELLERBACH (on leave)
Ambassador to Italy

We anticipate the participation of approximately 1,000 individuals from all sections of the United States, including leaders in education, the arts, labor, religion, business and industry, the professions and government.

While keenly aware of your heavy schedule, I nevertheless urge you to give favorable consideration to this invitation. We are convinced of the importance of this Conference, and we know that your record of distinguished leadership qualifies you to contribute to the success of this meeting.

Sincerely yours,

Kenneth Holland

Kenneth Holland
President

Enclosure

I.I.E.
~~IIE~~
F

November 7, 1958

Dear Ken:

Somehow I will do the chore on January 29th. Maybe you will have somebody send me some additional information in due course.

As ever yours,

ERM:skh

Mr. Kenneth Holland
Institute of International Education
1 East 67th Street at 5th Avenue
New York 21, N.Y.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y.

LEHIGH 5-3400 CABLE ADDRESS "INTERED"

REGIONAL OFFICES: WASHINGTON, CHICAGO, DENVER, HOUSTON, SAN FRANCISCO

October 31, 1958

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

I have your letter of October 27 before me. Thank you very much for writing Lester Pearson concerning the Third National Conference on Exchange of Persons to be held in Washington, D. C., January 28-31, 1959. We look forward to hearing from him.

Having proposed dates for your own participation which were completely unsuitable, I am anxious to try again: What chance is there that you can chair our Plenary Session Panel discussion on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union." This is scheduled to meet Thursday morning, January 29, from 10 to 12:30. You indicated when we talked at the Century Club that this might be a possibility.

We are inviting to serve as panelists: Edward Litchfield, Chancellor, University of Pittsburgh, and author of a recent report on Soviet education; Blanche Thebom; Detlev Bronk, President, National Research Council-National Academy of Sciences; and Mrs. Eleanor Roosevelt. We plan also to ask Ambassador Menshikov or a member of the Polish Cabinet who will be visiting this country at that time in connection with the Ford Foundation program which the Institute is administering.

In reaching a decision you may wish also to take into account the strong possibility that the President will make a brief appearance at the Conference between 12:30 and 1 p.m. at the close of the morning Plenary Session. Lawton Collins seems to feel that this is pretty much assured, although we have been asked not to publicize the fact.

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President, IBM World Trade Corporation

MRS. GEORGE D. WOODS
Civic Leader, New York City

JAMES D. ZELLERBACH (on leave)
Ambassador to Italy

I hope you will let me know at your earliest convenience whether we may look forward to having you with us.

Sincerely yours,

Ken

Kenneth Holland
President

P.S. you'd better come & do this for us! on the 40th anniversary of the founding of your organization.

1. There are now 17 Soviet graduate students in the United States: eight at the University of California at Berkeley, two at the University of Washington, one at the University of Chicago, four at Columbia, and two at Harvard. Four others have applied for visas and may be expected here soon.

2. The Institute of International Education will administer a new exchange program with Yugoslavia which is being sponsored by the Ford Foundation. This program will bring to this country for varying periods of travel and study a number of Yugoslav government leaders, university professors and specialists in various fields of the social sciences and humanities.

Reviewing some of the points of our conversation and drawing upon our experience with exchanges, I should like to suggest some questions which you might consider for the panel discussion.

1. What is the case for East-West exchanges? What do we hope to achieve and, in the light of Communist propaganda and objectives, what can we realistically expect to accomplish?

2. Should exchange programs with the Soviet Union be planned and financed primarily by United States governmental agencies or should individual organizations and institutions be encouraged to pursue private direct negotiations with the Soviet Union?

3. Should the United States adhere strictly to the principle of reciprocity in exchanges with the U.S.S.R.? This refers not only to numbers of persons, types of exchanges and length of visits but also to such restrictions as closed areas.

4. Political developments have permitted the initiation of some exchange programs with Poland and Yugoslavia. Should the United States at this time pursue the development of exchanges with other Eastern European countries: Rumania, Bulgaria, Hungary, Czechoslovakia, Albania?

5. Should we seek exchanges with Communist China?

Names of Panelists:

Mrs. Eleanor Roosevelt

The Honorable Hubert Humphrey

Mr. William S. B. Lacy - Special Assistant to the Secretary of State for East-West Exchanges

Dr. Howard A. Rusk, Director - Department for Physical Medicine and Rehabilitation

Miss Blanche Thebom

Dr. Edward H. Litchfield, Chancellor

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400. Cable Address: INTERED

January 15, 1959

Mr. Edward R. Murrow
Columbia Broadcasting Company
485 Madison Avenue
New York, New York

Dear Ed:

As you will see from the enclosed, we have set up a breakfast meeting at 8 a.m. on January 29 in the Capital Suite of the Mayflower Hotel for panelists at the plenary session discussion on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union." I will let you know if any of the panelists indicate they cannot attend.

With best regards.

Sincerely yours,

Ken

Kenneth Holland
President

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

January 15, 1959

Mrs. Eleanor Roosevelt
Park Sheraton Hotel
202 West 56th Street
New York, New York

Dear Mrs. Roosevelt:

I am writing at the request of Edward Murrow to invite you to attend a breakfast meeting of the panelists at the plenary session on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union" at the Third National Conference on Exchange of Persons. Mr. Murrow, who, as you know, will chair this panel, suggests that the group gather for breakfast at 8 a.m. on Thursday, January 29, in the Capital Suite at the Mayflower Hotel. Please let me know if it will be convenient for you to attend. It is our feeling that this meeting will provide an opportunity for an exchange of views among the panelists just prior to the plenary session discussion.

At the same time, I would like to inform you that after telephone consultation with as many of the panelists as we could reach, we have decided to begin the plenary session discussion at 9:30 a.m. rather than 10 a.m., since the President will definitely arrive at 11:45 a.m., and his appearance will have the effect of terminating the panel discussion.

I look forward to seeing you on Thursday, January 29, if not before.

With best wishes.

Sincerely yours,

Kenneth Holland
President

pk

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

January 15, 1959

The Honorable Hubert Humphrey
United States Senate
Washington, D. C.

Dear Senator Humphrey:

I am writing at the request of Edward Murrow to invite you to attend a breakfast meeting of the panelists at the plenary session on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union" at the Third National Conference on Exchange of Persons. Mr. Murrow, who, as you know, will chair this panel, suggests that the group gather for breakfast at 8 a.m. on Thursday, January 29, in the Capital Suite at the Mayflower Hotel. Please let me know if it will be convenient for you to attend. It is our feeling that this meeting will provide an opportunity for an exchange of views among the panelists just prior to the plenary session discussion.

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I look forward to seeing you on Thursday, January 29, if not before.

With best wishes.

Sincerely yours,

Kenneth Holland
President

pk

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

January 15, 1959

Mr. William S. B. Lacy
Special Assistant to the Secretary of State for East-West Exchanges
Department of State
Washington, D. C.

Dear Bill:

I am writing at the request of Edward Murrow to invite you to attend a breakfast meeting of the panelists at the plenary session on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union" at the Third National Conference on Exchange of Persons. Mr. Murrow, who, as you know, will chair this panel, suggests that the group gather for breakfast at 8 a.m. on Thursday, January 29, in the Capital Suite at the Mayflower Hotel. Please let me know if it will be convenient for you to attend. It is our feeling that this meeting will provide an opportunity for an exchange of views among the panelists just prior to the plenary session discussion.

At the same time, I would like to inform you that after telephone consultation with as many of the panelists as we could reach, we have decided to begin the plenary session discussion at 9:30 a.m. rather than 10 a.m., since the President will definitely arrive at 11:45 a.m., and his appearance will have the effect of terminating the panel discussion.

I look forward to seeing you on Thursday, January 29, if not before.

With best wishes.

Sincerely yours,

Kenneth Holland
President

pk

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

January 15, 1959

Dr. Howard A. Rusk, Director
Department for Physical Medicine and Rehabilitation
New York University-Bellevue Medical Center
New York, New York

Dear Dr. Rusk:

I am writing at the request of Edward Murrow to invite you to attend a breakfast meeting of the panelists at the plenary session on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union" at the Third National Conference on Exchange of Persons. Mr. Murrow, who, as you know, will chair this panel, suggests that the group gather for breakfast at 8 a.m. on Thursday, January 29, in the Capital Suite at the Mayflower Hotel. Please let me know if it will be convenient for you to attend. It is our feeling that this meeting will provide an opportunity for an exchange of views among the panelists just prior to the plenary session discussion.

At the same time, I would like to inform you that after telephone consultation with as many of the panelists as we could reach, we have decided to begin the plenary session discussion at 9:30 a.m. rather than 10 a.m., since the President will definitely arrive at 11:45 a.m., and his appearance will have the effect of terminating the panel discussion.

I look forward to seeing you on Thursday, January 29, if not before.

With best wishes.

Sincerely yours,

Kenneth Holland
President

pk

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

January 15, 1959

Miss Blanche Theban
305 West 87th Street
New York, New York

Dear Blanche:

I am writing at the request of Edward Murrow to invite you to attend a breakfast meeting of the panelists at the plenary session on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union" at the Third National Conference on Exchange of Persons. Mr. Murrow, who, as you know, will chair this panel, suggests that the group gather for breakfast at 8 a.m. on Thursday, January 29, in the Capital Suite at the Mayflower Hotel. Please let me know if it will be convenient for you to attend. It is our feeling that this meeting will provide an opportunity for an exchange of views among the panelists just prior to the plenary session discussion.

At the same time, I would like to inform you that after telephone consultation with as many of the panelists as we could reach, we have decided to begin the plenary session discussion at 9:30 a.m. rather than 10 a.m., since the President will definitely arrive at 11:45 a.m., and his appearance will have the effect of terminating the panel discussion.

I look forward to seeing you on Thursday, January 29, if not before.

With best wishes.

Sincerely yours,

Kenneth Holland
President

pk

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

January 15, 1959

Dr. Edward H. Litchfield
Chancellor
University of Pittsburgh
Pittsburgh 15, Pennsylvania

Dear Dr. Litchfield:

I am writing at the request of Edward Murrow to invite you to attend a breakfast meeting of the panelists at the plenary session on "Opening Doors: Exchanges with Eastern Europe and the Soviet Union" at the Third National Conference on Exchange of Persons. Mr. Murrow, who, as you know, will chair this panel, suggests that the group gather for breakfast at 8 a.m. on Thursday, January 29, in the Capital Suite at the Mayflower Hotel. Please let me know if it will be convenient for you to attend. It is our feeling that this meeting will provide an opportunity for an exchange of views among the panelists just prior to the plenary session discussion.

At the same time, I would like to inform you that after telephone consultation with as many of the panelists as we could reach, we have decided to begin the plenary session discussion at 9:30 a.m. rather than 10 a.m., since the President will definitely arrive at 11:45 a.m., and his appearance will have the effect of terminating the panel discussion at that point.

I look forward to seeing you on Thursday, January 29, if not before.

With best wishes.

Sincerely yours,

Kenneth Holland
President

pk

F

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N.Y., LEhigh 5-3400. Cable Address: INTERED

November 17, 1958

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

I was delighted to receive your note of November 7 in which you indicate that you will chair the panel on exchanges with Eastern Europe and the Soviet Union at the Third National Conference on Exchange of Persons. Ed Litchfield and Mrs. Roosevelt have also accepted our invitation, but we are still awaiting a reply from Det Bronk.

I hate to impose on you, but I wonder if you could do one more thing for us: We want to ask Eric Severeid to present the report of workshop findings at the Saturday, January 31, morning Plenary Session. I am enclosing a letter to Severeid inviting him to do this. Would you be good enough to forward it to him, perhaps with a word of encouragement? A professional job of reporting at this important point on the Conference program can make a great success of that final Plenary Session.

Send on.

Thank you very much.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosure

IIE

October 27, 1958

Dear Ken:

Thank you for your two letters dated October 10th. I am, of course, happy to write to Lester Pearson endorsing your invitation for him to participate in the First National Conference on Exchange of Persons.

I am indeed sorry to say that I cannot accept your cordial invitation to chair the Awards Dinner at the Mayflower Hotel in Washington, D. C. on Friday evening, January 30th. I must be in New York that night for my PERSON TO PERSON program. Neither can I, unfortunately, attend the Final Plenary Session on Saturday morning, January 31st, since once more I have to be in New York --this time working on my SMALL WORLD program.

I am truly sorry, but that's the way the schedule goes these days.

Sincerely,

Mr. Kenneth Holland
Institute of International
Education
1 East 67 Street
New York, New York

mcc

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Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

October 10, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

If I remember correctly you suggested we get Lester Pearson to participate in our First National Conference on Exchange of Persons so I am now wondering if you would be willing to add a covering note concerning this invitation. We would certainly appreciate your help.

Incidentally, we hope you will chair the Awards Dinner at the Mayflower Hotel Friday evening, January 30th or the Final Plenary Session on Saturday morning, January 31st. We will be writing to you in more detail concerning these two possibilities within the next few days.

no. must work!

It was grand to see you at the Century Club. I wish you were going to Puerto Rico and the Virgin Islands with us.

Sincerely,

Ken

Kenneth Holland
President

Enclosures

INSTITUTE OF INTERNATIONAL EDUCATION

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October 10, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I am writing to invite you to play a major part in the Third National Conference on Exchange of Persons which the Institute is sponsoring, in cooperation with 130 National Participating and Observer Organizations, in Washington, D. C., January 28-31, 1959.

The theme of the Conference is "World Progress Through Educational Exchange." A copy of the tentative program is enclosed. I am honored to invite you to serve as chairman of the January 31 Plenary Session panel on "International Exchange and the National Interest." We are inviting as your co-panelists: Paul R. Douglas, Senator, United States Senate; Eugene R. Black, President, International Bank for Reconstruction and Development; Nathan Pusey, President, Howard University.

The Conference will provide an opportunity for a review of the 20-year record of United States cultural relations with foreign nations, of the contribution of current exchange programs to international understanding and progress, and of plans for future exchange activities. We expect that workshop sessions and small discussion groups will, in addition, provide an opportunity for concentrated discussion of the goals and techniques of international exchange.

The Conference is the third in a series of national meetings which have made a significant contribution to the development of public support for exchange programs.

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Dean, School of Education
New York University

JUAN TRIPPE
President, Pan American World Airways

EDWARD M. M. WARBURG
Chairman, Joint Distribution Committee

ARTHUR K. WATSON
President, IBM World Trade Corporation

MRS. GEORGE D. WOODS
Civic Leader, New York City

JAMES D. ZELLERBACH (on leave)
Ambassador to Italy

We anticipate the participation of approximately 1,000 individuals from all sections of the United States, including leaders in education, the arts, labor, religion, business and industry, the professions, and government.

While keenly aware of your busy schedule, I nevertheless urge you to give favorable consideration to this invitation. We are convinced of the importance of this Conference, and we know that your record of distinguished leadership qualifies you to contribute to the success of this meeting.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosures

IIE

October 27, 1958

Dear Don:

Many thanks for your cordial letter of October 10th.

I am, of course, honored to know that the Nominating Committee wishes to submit my name at the Annual Meeting of the Board in November for re-election to the Board of Trustees for a three-year term, and I am happy to agree to this.

Sincerely yours,

Mr. Donald J. Shank
Institute of International
Education
1 East 67 Street
New York, New York

mcc

INSTITUTE OF
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1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

October 10, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

The Nominating Committee met recently to consider the slate of trustees, officers, and committees of the Board of Trustees for this coming year.

The Committee has asked me to secure permission to submit your name at the Annual Meeting of the Board in November for re-election to the Board of Trustees for a three-year term.

We do sincerely appreciate all you have done in guiding the work of the Institute, and hope that you will be able to accept this continuing responsibility for its activities.

Sincerely yours,

Donald J. Shank

Donald J. Shank
Secretary

July 21, 1958

Mr. Kenneth Holland
Institute of International Education
1 East 67th Street at Fifth Avenue
New York 21, N.Y.

Dear Ken:

I think the idea of a meeting in Europe is first-rate. If I can be of any help, let me know.

As ever yours,

ERM:skh

July 15, 1958

Mr. Kenneth Holland
Institute of International Education
1 East 67th Street at Fifth Avenue
New York 21, N.Y.

Dear Mr. Holland:

I am acknowledging your letter of July 14, as Mr. Murrow is at present away on vacation. He is scheduled to remain away from the office until September. However, if he does come into the office at any time before then, I shall ask him his reaction to your plan.

Very truly yours,

Sheila Hogg
Secretary to Mr. Murrow

skh

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July 14, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

I well remember during our last discussion your feeling that highest priority attention should be given to relations between the United States and its NATO allies. We have, as you know, active programs with all of the NATO countries and the Director of our European Department is just completing a three-months visit to most of these countries. It has occurred to us that it would be desirable to hold a conference at an appropriate place in Europe when we could discuss with private and governmental representatives of NATO countries how we could strengthen relations through exchange of persons programs.

I would like to have your reactions to this idea. Do you have other suggestions for us as to what should be done?

Sincerely yours,

Ken

Kenneth Holland
President

11 E

June 26, 1958

Dear Ken:

Thanks for the dope on the meeting in Puerto Rico.

Unhappily there isn't a chance that I can get away for it.

Much luck.

As ever yours,

Mr. Kenneth Holland, President
Institute of International Education
Conference on Inter-American Exchange of Persons
San Juan, Puerto Rico.

fe

CONFERENCE ON INTER-AMERICAN EXCHANGE OF PERSONS

SAN JUAN, PUERTO RICO, OCTOBER 14-18, 1958

CO-SPONSORED BY: Pan American Union and the Institute of International Education with the cooperation of the Department of State of the Commonwealth of Puerto Rico.

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, New York.

June 19, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

On April 23 I sent you a memorandum dealing in part with the Conference on Inter-American Exchange of Persons which the Institute is sponsoring with the Pan American Union in San Juan, Puerto Rico, October 14 - 18. Enclosed you will find a Conference program and a memorandum giving the names of the North Americans who have to date accepted our invitation to serve as speakers, panelists, and resource persons. The list of Latin American speakers which is now being prepared will be sent to you at a later date.

I am also enclosing a reply card for your convenience in indicating whether you plan to be with us in Puerto Rico.

I hope that we may count on your participation in this important Conference. It would be good to have you there.

With best regards.

Sincerely yours,

Ken

Kenneth Holland
President
Institute of International Education

Enclosures

INSTITUTE OF
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Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

June 10, 1958

MEMORANDUM

TO: United States Participants
Conference on Inter-American Exchange of Persons

FROM: Kenneth Holland

SUBJECT: Conference Speakers, Panelists, and Resource Persons

The Pan American Union and the Institute of International Education are now in the process of extending invitations to Conference speakers, panelists, and resource persons. Distinguished Latin and North American educators, scientists, artists, and industrial leaders are being invited to assume positions of leadership in the Conference. A number of North Americans have replied to our invitations to participate, but as yet few Latin Americans have had time to reply. As we receive answers, a list will be compiled and sent you for your information.

Among those who have to date accepted invitations to serve as speakers, panelists, or resource persons are the following:

Dr. Ralph H. Allee, Director, Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica

George V. Allen, Director, United States Information Agency

Dr. Leopold Arnaud, Dean of the School of Architecture Columbia University

Rollin S. Atwood, Regional Director, Office of Latin American Operations, International Cooperation Administration

Henry Balgooyen, Executive Vice-President and Secretary, American and Foreign Power Company

Dr. Jose A. Balseiro, President, International Institute of Ibero-American Literature; Professor, University of Miami

Dr. Jaime Benitez, Chancellor, University of Puerto Rico

Gordon Boyce, President, Experiment in International Living

Rene d'Harnoncourt, Director, Museum of Modern Art

Dr. Henry Grattan Doyle, Higher Education Specialist, Division of Education, International Cooperation Administration

Donald Edgar, Deputy Director, International Educational Exchange Service, Department of State

Dr. Jose A. Mora, Secretary General, Organization of American States

Arturo Morales Carrion, Under Secretary of State, Commonwealth of Puerto Rico

Jesse D. Perkinson, Jr., Chief, Training and Education, Division of International Affairs, Atomic Energy Commission

We are also assured that Governor Munoz Marin of Puerto Rico will participate in the Conference.

June 2, 1958

PROGRAM

Conference on Inter-American Exchange of Persons

"Change Through Interchange --
Developing Our Human and Natural Resources
Through Inter-American Exchange"

San Juan, Puerto Rico
October 14-18, 1958

TUESDAY
October 14

Afternoon:

2 - 7 Conference Registration

4:30 - 6 Plenary Session

Keynote Address: "Inter-American Interdependence and Interchange"

Dr. Jose A. Mora, Secretary General
Organization of American States

6:30 p.m. Reception

WEDNESDAY
October 15

Morning:

9:30 - 12:30 Plenary Session

Address: "The Contribution of Exchanges to Increased Inter-American Understanding"

Panel Discussion: "The Contribution of Exchanges to Scientific and Technical, Professional, Cultural, and Business Advancement"

Afternoon:

2:30 - 4:30 Symposiums

I. Increasing the Flow of North Americans to Latin America

II. Strengthening and Expanding Programs Bringing Latin Americans to North America

III. Strengthening and Expanding Multi-Lateral Exchanges Among Latin American Countries

THURSDAY
October 16

Morning:

9:30 - 11 — Administrative Counselling

Problems in:

1. Recruitment
2. Selection and screening procedures
3. Language testing
4. Evaluation of credits for study abroad

11 - 12:30 — Administrative Counselling

Problems in:

1. Orientation
2. Placement
3. Counselling and supervision of the foreign exchangee
4. Government regulations affecting inter-American exchanges

Afternoon:

2:30 - 4:30 — Symposiums

IV. The Role of Business and Industry in Inter-American Exchanges

V. Stimulating Exchanges in Science and Technology

VI. Stimulating Exchanges in the Arts and Professions

FRIDAY
October 17

Morning: — Symposiums

9:30 - 11:30 — Symposiums IV, V, and VI continued

Afternoon: — Motor tour of educational institutions and development projects in San Juan and environs

SATURDAY
October 18

Morning:

10 - 12 — Plenary Session

Reports from the Symposiums

Afternoon:

12:30 - 2:30 — Luncheon and Plenary Session

Closing Address: "The Future of Inter-American Exchange"
George V. Allen, Director
United States Information Agency

3 - 6 — Beach party

PROPOSED TOPICS FOR SYMPOSIUM DISCUSSIONS

I. INCREASING THE FLOW OF NORTH AMERICANS TO LATIN AMERICA.

Items to be discussed should include:

1. Stimulating North Americans to study, travel, and teach in Latin America.
2. Factors impeding study by North Americans in Latin America.
3. Increasing Latin American scholarships available for North Americans.
4. Publicizing fields and skills in which Latin American education and training are superior.
5. Effective use of the returning exchangee.

II. STRENGTHENING AND EXPANDING PROGRAMS BRINGING LATIN AMERICANS TO NORTH AMERICA.

Items to be discussed should include:

1. Weaknesses of existing programs bringing Latin Americans to North America.
2. Exchange of information and coordination of present programs.
3. Developing increased scholarship and study opportunities in North America.
4. Finding sources of supplementary aid, including travel funds.
5. Expanding short-term and leadership exchanges.
6. Effective use of the returning exchangee.

III. STRENGTHENING AND EXPANDING MULTI-LATERAL EXCHANGES AMONG LATIN AMERICAN COUNTRIES.

Outline to be prepared by the Pan-American Union. Among the items which might be discussed are the following:

1. Impediments to Multi-lateral exchanges in Latin America today.
2. New Programs, including the program being initiated by the Organization of American States.
3. Means of developing greater interest on the part of Latin American countries in receiving exchanges.

4. Expanding present scholarship opportunities at Latin American universities.

5. Effective programming at Latin American universities for the foreign student.

6. Effective use of the returning exchangee.

IV. THE ROLE OF BUSINESS AND INDUSTRY IN INTER-AMERICAN EXCHANGES.

1. Direct and indirect benefits to business and industry through active participation in exchange programs:

   (a) Development of needed local skills and technical knowledge through exchange of students, technicians and management personnel;

   (b) Improvement of public relations and cultivation of good will through U.S. training of employees and non-affiliated nationals in the community;

   (c) Contribution to long-range development of education, community welfare, diversification of industry and economic progress and general standard of living.

2. Methods and techniques of business-sponsored exchanges, including:

   (a) Case histories of corporation experience in exchange programs;

   (b) Determination of areas of greatest need;

   (c) Coordination of present programs;

   (d) Effective use of the returning exchangee.

V. STIMULATING EXCHANGES IN SCIENCE AND TECHNOLOGY.

Items to be discussed should include those listed below. Outline to be developed further.

1. Ways in which exchanges in science and technology can help meet national needs.

2. Characteristics of an effective exchange program in science and technology:

   (a) Combining formal study and practical work experience;

   (b) Utilizing opportunities for consultation and travel.

3. Existing opportunities in science and technology; expanding present exchange programs in these fields.

4. Effective use of the returning exchangee:

   (a) Utilizing skills acquired abroad;

   (b) Following up with continuation of professional contacts and flow of technical information.

VI. STIMULATING EXCHANGES IN THE ARTS AND PROFESSIONS.

Items to be discussed should include those listed below. Outline to be developed further.

1. Factors contributing to a lack of knowledge of each other's culture among North and South Americans. Ways in which exchanges in the arts and professions can help to increase knowledge of each other's culture.

2. Level and type of exchanges best suited to furthering mutual knowledge of North and South American culture.

3. Supplementary programs, (such as exhibitions and displays), which can increase the effectiveness of inter-American exchanges in this field.

4. Effective utilization of existing opportunities for exchanges in the arts and professions.

5. Expanding present programs -- emphases and resources.

MEETING OF THE EXECUTIVE COMMITTEE
OF THE INSTITUTE OF INTERNATIONAL EDUCATION

at 1 East 67th Street, N.Y.C.
Tuesday, June 17th, 1958
12:30 P.M.

AGENDA

I. Possible benefit performance by former Fulbright artists

II. Proposed agreement on the Liliane Kaufman International Design Awards

III. Developments on East-West Exchanges

IV. Organization of Board of Trustees meetings

V. Report on Housing

VI. Other Business

FORMER FULBRIGHTERS IN THE PERFORMING ARTS

Jacqueline Brookes (Theater)

Fulbright Award: 1951-52, Royal Academy of Dramatic Arts, U.K.

Education: B.A. University of Iowa 1951

Since return from the United Kingdom has played Emilia in Shakespeare Guild's "Othello;" Phaedra in Players Theater production of "Cretan Woman," (won Daniel Blum Theater World Award for most outstanding off-Broadway actress of the season for her performance in this role); heroine in Players Theater production of "Clandestine Marriage;" with Katherine Cornell in "The Dark is Light Enough," member, Stratford, Conn. Shakespeare Company

Beatrice Brown (Conducting)

Fulbright Award: 1953-54, 1954-55, Hochschule fuer Musik, Muenchen, Germany

Education: B.A. Hunter College
M.A. New York University

Conducted concerts in Europe at Radio Lugano, Radio Geneva, Radio Copenhagen; has taught violin and appeared as violinist with N.Y. City Symphony, Hollywood Bowl Symphony; RCA Victor recordings

Alice Chemerys (Voice)
(Stage name: Madelaine Chambers)

Fulbright Award: 1952-53, Giuseppe Verdi Conservatory, Milan, Italy

Education: B.A. New York University
Teachers College, Columbia University
Juilliard School of Music

Presently with Metropolitan Opera.

Won top honors at Town Hall in 1952 in Music Education League contest; With Amato Opera 1951; played in Theater Guild's "As You Like It" and "Music in the Air" 1950-51

Yvonne Dalis (Voice)

Fulbright Award: 1951-52 Giuseppe Verdi Conservatory of Music, Milan, Italy

Education: A.B. San Jose State College
M.A. Columbia University

Presently with Metropolitan Opera.

Carnegie Hall recital in 1949.

Ezio Flagello (Voice)

Fulbright Award: 1955-56, Rome Opera Workshop, Rome, Italy

Education: B.M. Manhattan School of Music

Presently with Metropolitan Opera.

Soloist with New York Philharmonic at Carnegie Hall

Vera Franceschi (Piano)

Fulbright Award: 1949-50, Conservatory of St. Cecilia, Rome, Italy

Education: Manhattan School of Music
Domaine School of Pierre Monteux, Paris

Has made concert tours in France, Switzerland and Italy. Soloist with San Francisco Symphony, Chicago Symphony, New York Philharmonic, Boston Symphony.

Grace Hoffman (Voice)

Fulbright Award: 1950-51 Giuseppe Verdi Conservatory, Milan, Italy

Education: Manhattan School of Music
Juilliard School of Music

Presently with Metropolitan Opera; debut as Brangaene in Tristan and Isolde in March 1958.

Sang with State Opera in Stuttgart; extensive experience in radio, concerts and recitals, with Robert Shaw Chorale, Thomas Scherman and Little Orchestra Society, own 15 minute radio program.

Anna Moffo (Voice)

Fulbright Award: 1954-55 Conservatory of Santa Cecilia, Rome, Italy

Education: B.M. Curtis Institute of Music

Presently with Metropolitan Opera.

Debut at Spoleto, after which she had leading roles in Italian opera; won medal of merit from French Government.

IIE--RELATED EXCHANGEES IN THE PERFORMING ARTS (NON-FULBRIGHTERS)

Van Cliburn (Piano)

Winner, First Prize, International Tchaikovsky Piano Competition, April 1958

Education: B.M. Juilliard School of Music (won two highest awards on graduation)

Won Kosciuszko Foundation Chopin Prize in 1952; as winner of Edgar M. Leventritt Award was soloist with New York Philharmonic and other major orchestras in the U.S.

Joyce Flissler (Violin)

Winner, Seventh Place, International Violin Competition, March 1958

Education: Juilliard School of Music

Has won Loeb Memorial Prize, Naumberg Foundation award, and played with Young People's Philharmonic.

Leon Fleischer (Piano)

Winner, First Prize, Queen Elizabeth of Belgium Music Competition, May 1952

Studied Piano with Arthur Schnabel for 10 years in Italy and New York, since the age of 10.

Debut with Pierre Monteux and San Francisco Symphony; has played with Boston, Philadelphia, Chicago, Cleveland and other major symphony orchestras; has given concerts in France, Germany, Spain, Belgium, Holland, and Scandinavia and gives annual performances with most of the major orchestras and leading festivals, including the Berlin International Festival and the Saltzburg Festival. Will play at Brussels Fair.

Tong Il Han (Piano)

Has been studying at Juilliard for past four years.

This summer giving a series of 11 performances in a six-week tour of the Far East under auspices of Air Force Professional Entertainment Branch.

Has been soloist with New York Philharmonic, Quebec Symphony, Montreal Symphony, Denver Symphony, Cleveland Symphony, National Symphony of Washington, D. C., Indianapolis Symphony, Westchester Symphony, North Carolina Symphony.

June 12, 1958

A Proposed Three-year Trial Agreement

between

Edgar Kaufmann, Jr., Donor,

and

The Institute of International Education, Administrators,

to inaugurate

THE LILIANE S. KAUFMANN INTERNATIONAL DESIGN AWARDS

I. Program

1. Annual awards will be established for individuals, groups or organizations making outstanding contributions to the long-range development or appreciation of visual design in the useful arts. (Architecture, planning and advertising design are excluded, being well furnished with awards and honors.) A gold medal accompanied by $5,000 in cash will constitute the main award, and ten bronze medals, the further awards.

2. A variety of creative works by one designer or design group, satisfying various kinds of demand, are pre-eminently eligible; but awards may not be made for a single design or set of designs alone. Development or appreciation of design is often stimulated by activities related to design but not directly part of it. For instance: design education; history of design; philosophy of design; the presentation of design or of ideas about design through publication, exhibition or other media of information; the functions of professional design organizations; directly applicable improvements of materials or techniques -- all these affect the develop-

ment or appreciation of design. Each year in turn one such area of activity will be designated the subject of investigation leading to the Liliane S. Kaufmann Awards. Within each area the awards may cover the work of several years or even decades.

3. The Liliane S. Kaufmann Awards are intended to encourage international exchange of ideas and persons by a cash award suitable to pay travel costs and by drawing attention to achievements of broad, lasting impact on the cultural, artistic and practical standards of everyday living.

4. The donor will make three annual contributions of $7,500 each to the administrators in return for activities specified in II and III below. Donor will contribute funds for the medal design and dies, and for cash awards when needed. Donor will contribute an advance of $2,500 for each publication devoted exclusively to the Liliane S. Kaufmann Awards as specified in III, 7, below.

II. Administrative machinery.

1. A Steering Committee of five members will be appointed by IIE in consultation with the donor. The chairman will be the donor. The Committee will include a trustee of IIE, two distinguished participants in design activities, and an executive of IIE who will serve as the secretary of the Committee. The functions of the Steering Committee, which will meet periodically in New York, will be to:

   a. Establish policy and guide the IIE in administering the award.

   b. Establish an International Advisory Council for the Liliane S. Kaufmann Awards.

c. Designate annually an area of design activity to be investigated.

d. Invite an Annual Jury suitably informed about the area chosen.

e. Commission a suitable medal, ready for duplication.

2. The International Advisory Council will be a group (up to 50) of distinguished men and women actively concerned with design throughout the world. The function of the International Advisory Council will be to (1) suggest annually to the Steering Committee areas of design worth investigating and (2) after one area has been designated, nominate candidates within that area for the annual award, supplying for each nominee information and documentation on which the jury can base a fair decision. There will be no general announcement and no competitor will be eligible unless nominated by a member of the International Advisory Council or of the Steering Committee.

3. An Annual Jury of three to five experts in the field of design selected for that year will be appointed by the Steering Committee. Members of the International Advisory Council shall be eligible for appointment to the Annual Jury, and at least one juror shall be from a country other than the United States. The Annual Jury shall by simple majority choose the recipients of the awards for that year. The Annual Jury will make its choice in a meeting or meetings, after examining the work and records of those nominated. The jury has full and sole right to grant, divide or withhold any of the awards for the year it serves.

III. Operational procedures

1. IIE and the donor to agree on membership of the Steering Committee, and

IIE to invite officially and arrange first meeting.

2. The Steering Committee at its first meeting will:

   a. Advise on IIE's proposed operation of the award machinery.

   b. Suggest possible members of the International Advisory Council.

   c. Select the field of design for recognition during the year.

   d. Choose the Annual Jury for the first year's award.

3. IIE to invite persons to join the International Advisory Council and ask them to nominate candidates in the chosen field.

4. IIE to invite individuals to serve on the first jury.

5. IIE to receive and record names of all nominees as well as all records of their work forwarded by their sponsor on the International Advisory Committee or Steering Committee, to prepare all material for the Jury, and to arrange the Jury meeting in all its phases.

6. IIE to arrange the award ceremony with appropriate publicity here and abroad, working on publicity with an agent specially designated by the Steering Committee

7. IIE to publish a volume suitably documenting, explaining and illustrating the year's awards within the ensuing twelve months. The budget, contents and appearance of this volume will be subject to approval by the Steering Committee before work is initiated.

Revised Draft
Edgar Kaufmann, Jr.
June 4, 1958

I.I.E.

INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

June 2, 1958

Dear Colleague:

We are pleased to send you the enclosed copy of Open Doors 1958. This publication contains the latest statistics on the international exchange population. The information is based on the Institute's five annual surveys of foreign students, scholars and physicians studying, teaching and training in the United States, and American students and faculty members on educational assignments abroad.

We are very grateful to the thousands of institutions and organizations throughout the world which cooperated in gathering the data published in Open Doors.

We hope that as in past years the new edition of Open Doors will be of value to all persons and organizations concerned with the field of international education. I hope you will find the report useful and interesting.

Sincerely yours,

Kenneth Holland

Kenneth Holland
President

Encl.

OPEN DOORS 1958

IIE *Institute of International Education*

a report on international exchange

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Ambassador to Italy

OPEN DOORS 1958

IIE *Institute of International Education*
a report on international exchange

June 1958 *price $1.00*

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FOREWORD

Open Doors 1958 presents the current statistics on international exchange of students, faculty members and physicians between the United States and other nations. These figures have been obtained from the five surveys conducted annually by the Institute of International Education. This year a total of 66,863 persons were reported to have participated in international educational exchange. This figure represents an increase of 6,924 over last year when 59,939 people were reported. We hope that as in past years *Open Doors* will be of value to all persons interested in educational interchange. The information presented in this report is designed for the use of college and university administrators, foreign student advisers, sponsors of exchange programs, researchers and business corporations.

To present *Open Doors 1958* before the close of the 1957-1958 academic year, the Institute revised several of its operational procedures. Material had to be submitted by the end of January for inclusion in this report. Although all the figures of exchangees are larger this year than before, there was a slight decrease in the number of institutions which responded. In view of the national and international significance of these studies, we hope that next year all institutions will be able to meet the deadline dates.

To ensure more comprehensive returns from institutions of higher learning abroad, the Institute asked only for the total number of U.S. students in attendance. We plan to solicit more detailed information for *Open Doors 1959*.

Business corporations have recently been taking a more active interest in foreign students, scholars and physicians in the United States. Many firms hire former foreign students for their overseas branches or departments. This year the Institute added to its questionnaire for foreign citizens: "Do you have firm plans for employment upon the completion of your studies in the United States? Would you be interested in employment with the overseas branch of a U.S. business firm?" The information collected from the questionnaires has been added to the tables in *Open Doors*. We have also added this information to the Institute's Roster of Internationally Trained Persons, the cumulative file of citizens of the United States and 80 foreign countries who have had international educational experience. Recently the Roster has served educational institutions, student organizations, private and government organizations, foundations and business firms in initiating and evaluating exchange programs and in identifying personnel.

The generous response to our surveys and the facts which they reveal reflect the growing interest and participation in international study and understanding of peoples and cultures throughout the world. The Institute offers its sincere gratitude to the thousands of college, university and hospital administrators; faculty members; students, and doctors who provided the information necessary for this publication. The assistance and generous contribution of people throughout the world make it possible for the Institute to present *Open Doors 1958*.

KENNETH HOLLAND
President

May 1958

OPEN DOORS 1958

The statistics in *Open Doors 1958,* the report on the five surveys conducted by the Institute of International Education during the academic year 1957-1958, emphasize the growing interest in international educational exchange. Never before have such large numbers of students, faculty members and physicians traveled to and from the United States for educational purposes. There were 52,355 foreign citizens on educational assignments in the United States during 1957-1958; this represents more than a 7% increase over 1956-1957 when 48,560 foreign citizens were reported. 43,391 of the 52,355 were foreign students; 1,342 were foreign lecturers, professors or researchers who had received appointments to American faculties and 7,622 were foreign interns and residents at U.S. hospitals. Academic institutions reported 1,689 U.S. faculty members in teaching or research at the university level abroad. The figures on American students at foreign institutions of higher education cover the 1956-1957 academic year. The results of this survey were delayed because of the time required to receive replies from schools overseas. A total of 12,845 U.S. students were enrolled in foreign educational institutions in 1956-1957. Primary and secondary school teachers and students are not recorded in *Open Doors.*

The foreign nationals included in *Open Doors* are citizens of other countries who have come to the United States for educational purposes and who intend to return home upon completion of their assignment. In some cases, however, Hungarian refugee students, whose futures are uncertain, were reported and they have been included. IIE information indicates that the total number of Hungarian students in residence this year was, however, larger than the 511 reported.

The exchangees represent every major geographical and political area of the world. As in previous years the largest number of exchangees came to the United States from the Far East and the second largest number from Latin America. 33% of all foreign nationals in the United States came from the Far East and 20.9% from Latin America. European, Near and Middle Eastern and Canadian citizens followed in that order. The new emphasis on academic exchanges with the countries of Eastern Europe has increased the European totals only slightly. Africa and the countries of Oceania are represented again this year by small numbers of exchangees.

The majority of U.S. citizens abroad—faculty members in 1957-1958 and students in 1956-1957—were located in Europe. The numbers going to Mexico and Canada increased, but as in previous years few Americans pursued their studies in Africa and the Near and Middle East. (See Chart 1.)

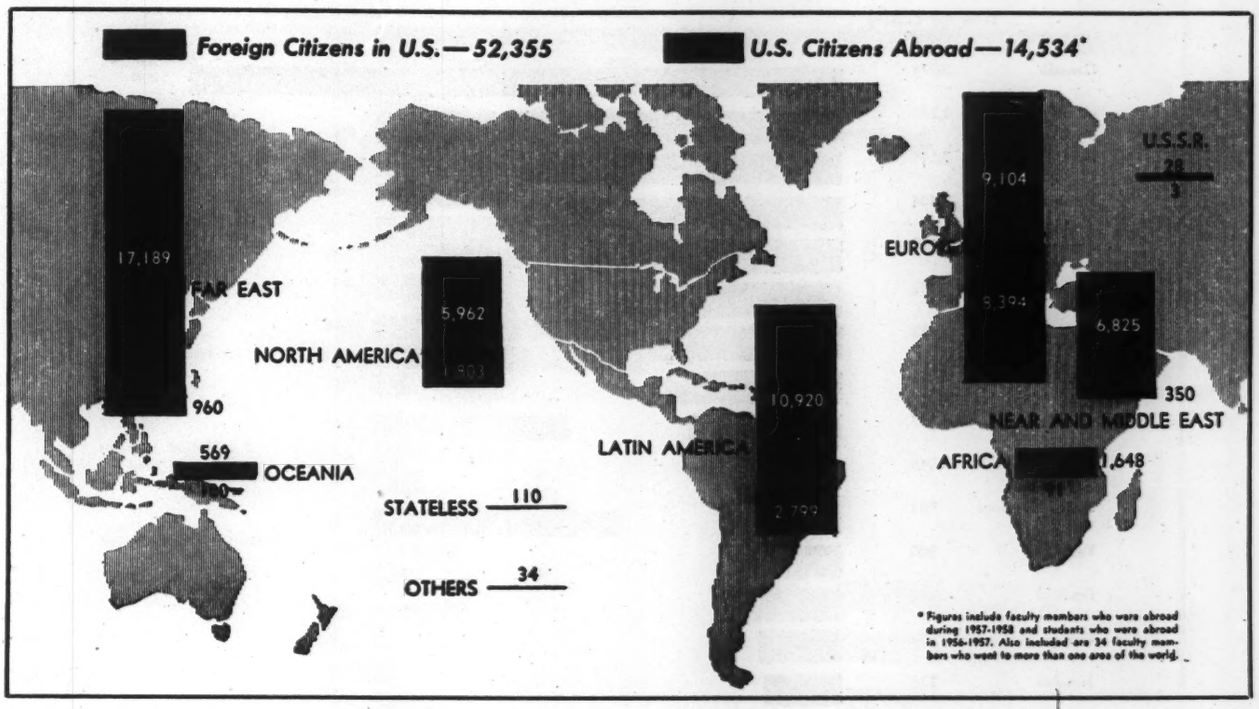

CHART 1

FOREIGN STUDENTS IN THE UNITED STATES

The 43,391 foreign students in the United States during the 1957-1958 academic year came from 145 nations and political areas of the world. They represent a 7% increase over last year when only 40,666 students from 136 countries were studying in this country. This year foreign students represent 83% of the total foreign academic population reported in *Open Doors.*

Of the foreign students in the United States 33% were from the Far East, 21% from Latin America, 16% from Europe and 13% from the Near and Middle East. 12% of the students came from North America and even though only 3.5% of the students were from Africa this was an increase over last year.

For the past several years Canada has sent more students to the United States than any other country, and despite a decrease of 108 from last year's total Canada still leads with 5,271 students. China continued in second place with 3,280 students or 7.6%. India with 2,585 or 6% of the students moved from fourth place in 1956-1957 to third place this year replacing Korea which only sent 2,404 or 5.5% of the students. The desire of the government of Korea to have Korean students return home as soon as possible has perhaps decreased the length of stay and therefore the number of Korean students.

The number of students from Colombia, Germany, Iraq and Israel decreased, while the totals

Countries	Total Per Country 143,391
Canada	5,271
China	3,280
India	2,585
Korea	2,404
Japan	2,017
Philippines	1,882
Iran	1,478
Mexico	1,305
Greece	1,157
Cuba	1,046
United Kingdom	982
Venezuela	980
Thailand	849
Turkey	758
Jamaica	736
Colombia	734
Germany	721
Iraq	673
Israel	669
France	615
Jordan	602
Brazil	579

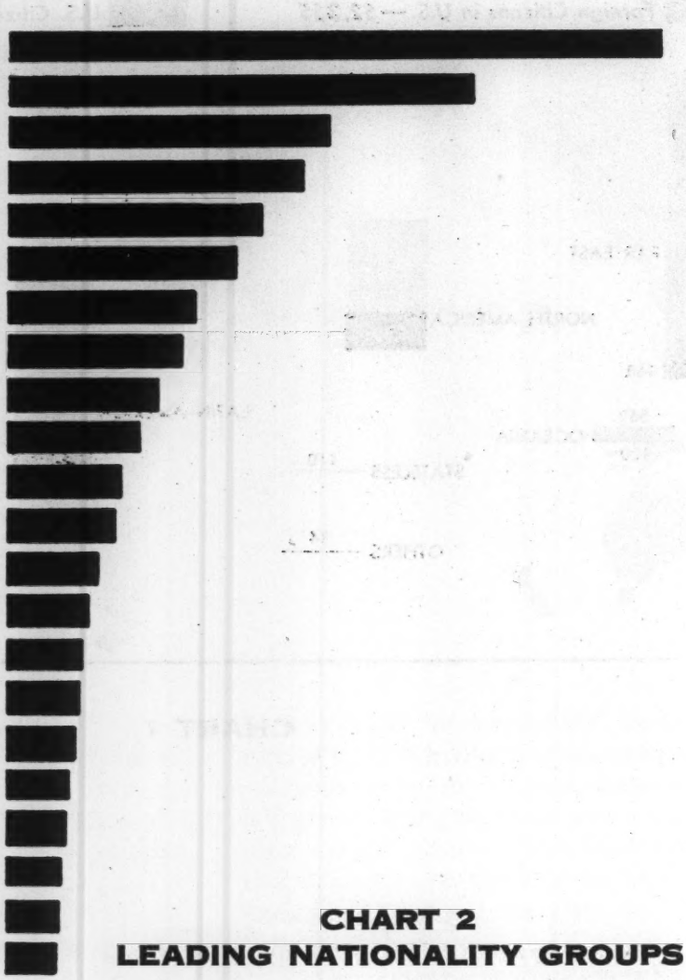

CHART 2
LEADING NATIONALITY GROUPS

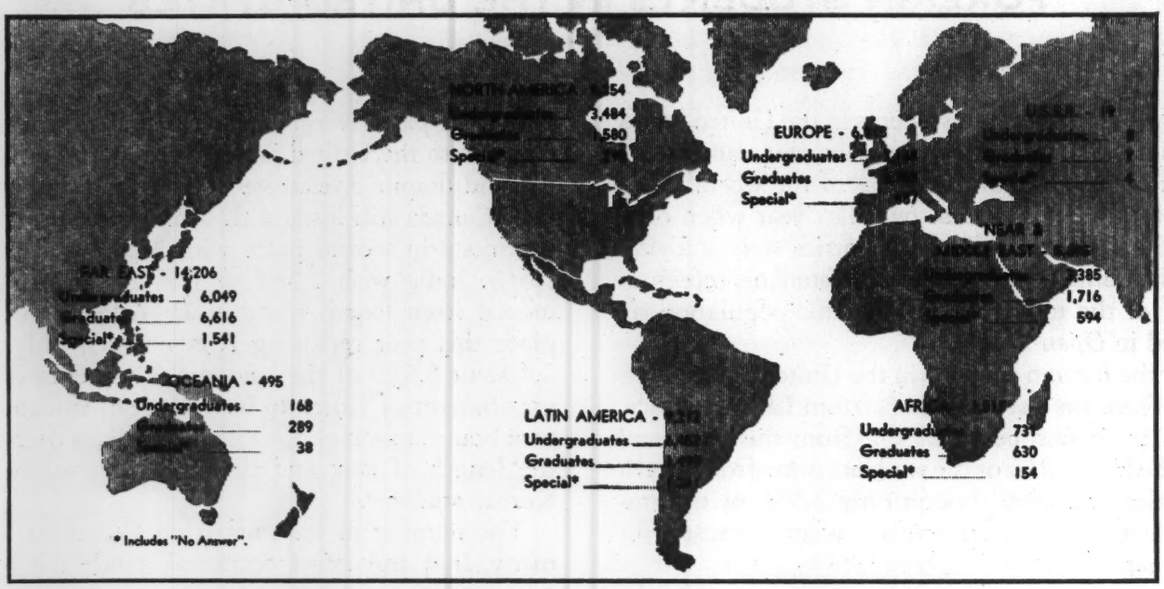

CHART 3 - ORIGIN OF FOREIGN STUDENTS

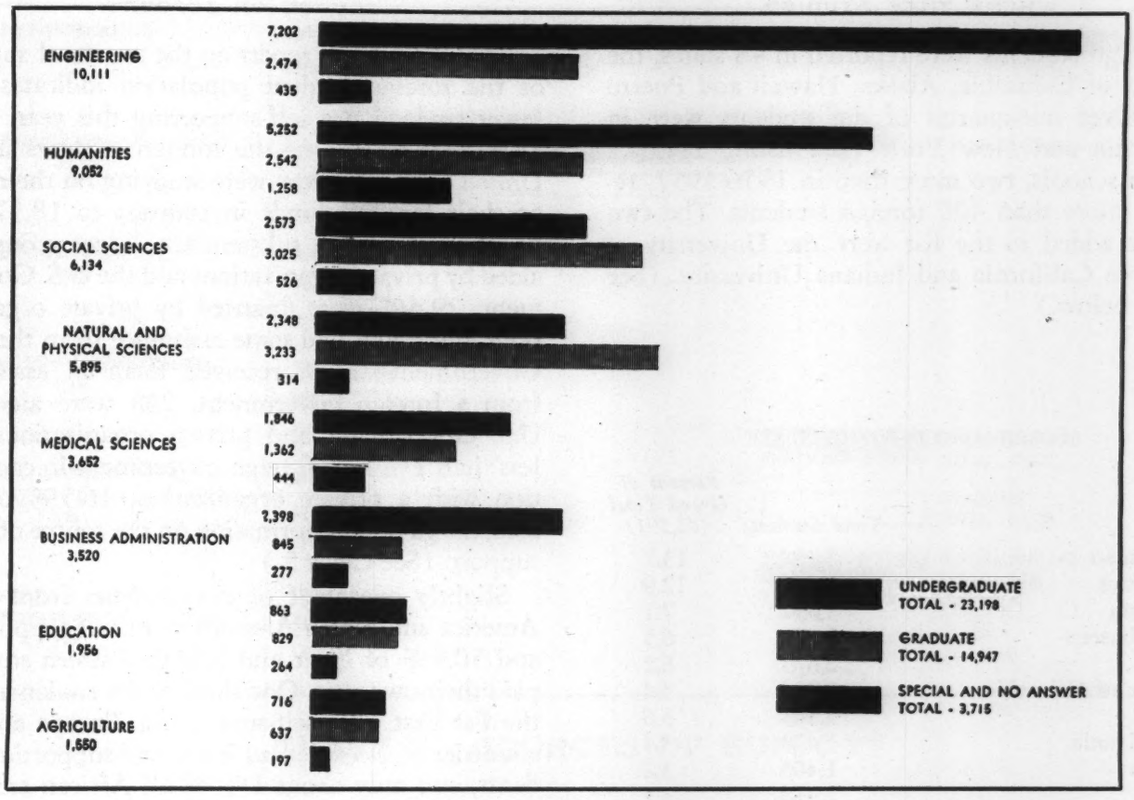

CHART 4 - FIELDS OF STUDY

of the other top 22 countries with more than 579 students each increased. There was substantial increase in students from Cuba, the United Kingdom, Venezuela, Thailand and Turkey. (See Chart 2.)

Men students continue to outnumber women students more than three to one. The highest percentage of women are from the Far East and Europe, but the Philippine students are again the only national group in which the women outnumber the men. India, Iraq, Iran and Jordan have the highest percentage of men students on U.S. campuses.

AREAS OF STUDY

Over one-half of all the foreign students in the United States were enrolled at the undergraduate level and over one-third were graduate students. The remainder were classified as "special students." The two areas to send more graduate students than undergraduates were the Far East and Oceania. 68% of all Indian students in the United States were graduate students and there were large numbers of graduate students from China, Japan, the Philippines, the United Kingdom and France. Brazil was represented by a large percentage of special students. (See Chart 3.)

More foreign students, 10,111, were enrolled in courses in engineering than in any other field. The next largest group was in the humanities. The social sciences followed with 6,134 students and the physical and natural sciences with 5,895. Medical science, business administration, education and agriculture came next. As in previous years, Far Eastern students tended to concentrate in engineering, the humanities and social sciences. A large percentage of European and Canadian students were in the humanities and more Near and Middle Eastern students were in the field of engineering than in any other field. The social sciences attracted the largest number of Africans, and engineering the largest number of Latin Americans. (See Chart 4.)

WHERE THEY STUDIED

Foreign students were reported in 48 states, the District of Columbia, Alaska, Hawaii and Puerto Rico. Over one-quarter of the students were in California and New York (See listing below.) Fifteen schools, two more than in 1956-1957, reported more than 400 foreign students. The two schools added to the list were the University of Southern California and Indiana University. (See listing below.)

FOREIGN STUDENTS BY STATE

State	*Total Students*	*Percent of Grand Total (43,391)*
California	5,738	13.2
New York	5,621	12.9
Michigan	3,094	7.1
Massachusetts	2,801	6.5
Illinois	2,675	6.2
District of Columbia	1,905	4.4
Texas	1,543	3.6
Pennsylvania	1,490	3.4
Indiana	1,406	3.2
Ohio	1,338	3.1
Minnesota	1,225	2.8
Washington	994	2.3
Wisconsin	976	2.2

U.S. INSTITUTONS WITH OVER 400 FOREIGN STUDENTS

School	*Total Enrollment**	*Number of Foreign Students*
University of California	40,788	1,662
Columbia University	26,966	1,370
University of Michigan	25,153	1,246
New York University	31,203	1,045
University of Minnesota	36,303	918
University of Illinois	26,471	717
Massachusetts Institute of Technology	5,886	715
University of Wisconsin	24,442	685
Cornell University	10,936	643
Harvard University	12,156	623
University of Southern California	18,400	594
University of Texas	20,532	496
George Washington University	9,550	466
University of Washington	18,493	462
Indiana University	20,814	431

* Figures are from the *Education Directory*, 1957-58 (Part III, Higher Education) of the U.S. Office of Education.

SOURCE OF SUPPORT

The 1957-1958 report on the source of support of the foreign student population indicates that fewer students are self-supporting this year. Only 18,348 or 42.2% of the foreign students in the United States this year were studying on their own or their family's funds in contrast to 18,373 or 45.2% last year. A substantially larger group was aided by private organizations and the U.S. Government. 29.4% were financed by private organizations and 4.8% had some assistance from the U.S. Government. 4.6% received financial assistance from a foreign government, 2% were aided by U.S. Government and private organizations and less than 1% by a foreign government in cooperation with a private organization. 16.5% of the students gave no information on the source of their support. (See Chart 5.)

Slightly over half of the students from Latin America and North America were self-supporting, and 50.9% of Near and Middle Eastern students paid their own way. One-third of the students from the Far East were self-supporting. Europe and the countries of Oceania had fewer self-supporting students, and only about 1% of all African students were self-supporting. Iraq and Cuba had the largest percentage of self-supporting students. Of all self-supporting students 75% were undergraduates.

Private organizations provided funds for almost half of the stateless students and for the students from the countries of Oceania. Over one-third of the students from the Far East and Europe were supported by private organizations. Approximately 50% of the students from Japan and the United Kingdom were privately supported.

The U.S. Government supported over half of the students from the Far East and 4.6% of the students from Latin America, 4.3% from Europe, 4.4% from the Near and Middle East and 8.4% from Africa.*

* Department of State figures in March 1958 indicated that during the fiscal year 1957, the Department of State, under its International Educational Exchange Program, made 4,154 grants to nationals of over 80 foreign countries to come to the United States for the following purposes: 1,729 for study; 530 to teach in elementary or secondary schools or for specialized training; 481 for university lecturing or post-doctoral research; 1,092 for observation and consultation; 322 for advanced training and practical experience in specialized and technical fields. 1,924 grants were made to U.S. citizens to go abroad for the following purposes: 905 for graduate study, 345 to teach in elementary or secondary schools, 466 to lecture or conduct post-doctoral research at institutions of higher learning, 208 for general lecturing or specialized consultation and advice.

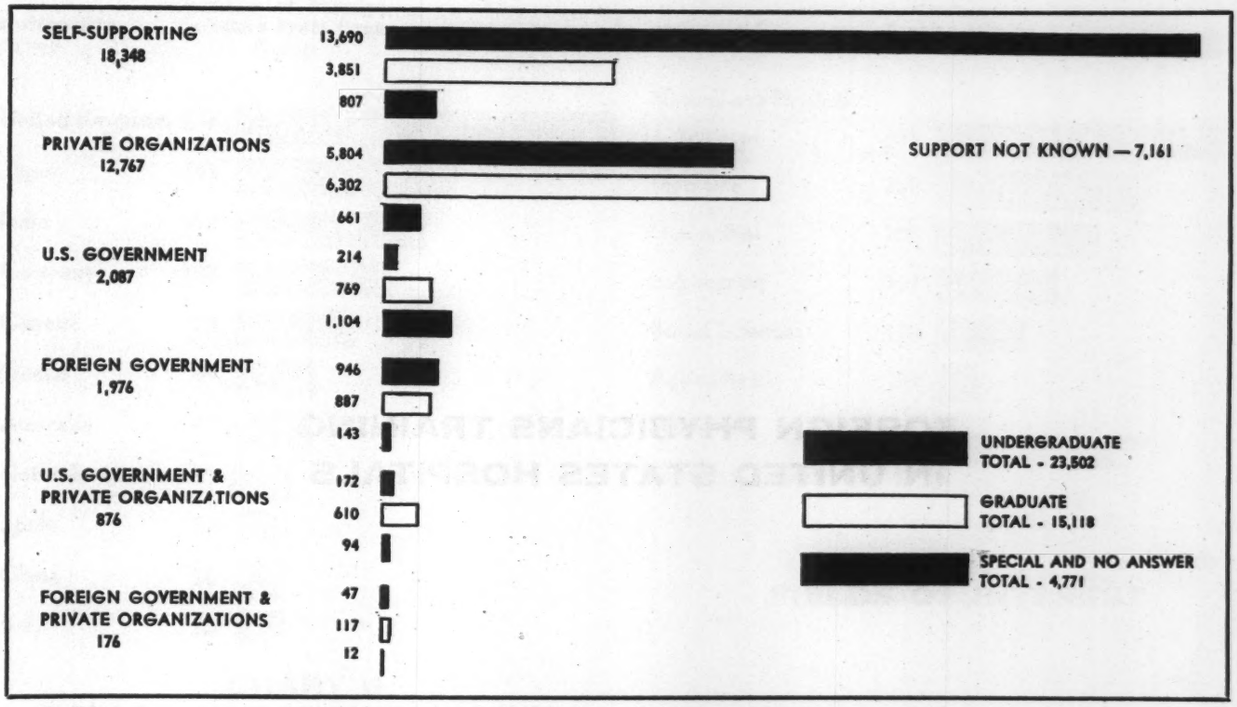

CHART 5 - SOURCES OF SUPPORT

The only large group of students to be financed by their governments were from Africa. 25% of all African students were supported by their governments. Of Near and Middle Eastern students less than 10% were government supported. However, the governments of Thailand and Iraq supported approximately 25% of their students.

INTEREST IN EMPLOYMENT

Of all foreign students reporting, only 15,310 students, approximately 35.3% of those answering the IIE questionnaires, expressed an interest in employment with the overseas branch of an American corporation. Approximately one-third of those interested were from the Far East. The next largest group of those interested was from Europe. More Chinese students (1,245) than any other nationality group reported an interest. The difficulties involved in the return home of many Chinese students may account for this large number. The next largest group of interested students (1,218) was from Canada, and 1,152 from India. 44.2% of all Indian students were interested in employment.

Engineering students showed the greatest interest. Almost half of the 10,111 engineering students said they would consider employment; and of all engineers, electrical engineers showed the most enthusiasm. One-third (2,289) of the social science students reported interest. There were 2,198 students in the physical and natural sciences and 2,154 in the humanities who expressed an interest. A little less than half of the students of business administration said they would be interested in employment.

FOREIGN PHYSICIANS TRAINING IN UNITED STATES HOSPITALS

During 1957-1958, 7,622 physicians from 90 countries trained in 821 U.S. hospitals. 5,543 trained as resident physicians and 2,079 as interns. The total represents a general increase of 881 physicians over the 6,741 reported last year. This year physicians accounted for 14.5% of the total foreign citizen population surveyed by IIE.

The general increase in the number of foreign physicians was not limited to any particular area. Canada and the countries of Oceania showed a decrease in the number of physicians sent to this country, but an increase was recorded from the Far and Near and Middle East. The greatest increase, one of more than 25%, was shown by Africa. (See listing at right.)

Of the total number of physicians 1,649 or 21.6% were women. This is an increase of 8.1% over 1956-1957 when only 13.5% were women. 60% of these women were from the Far East and almost half, 44%, were from the Philippines. As in last year's survey, the Philippines accounted for the largest number of doctors, and approximately half of the doctors sent from the Philippines were women.

Foreign residents were reported in 36 fields of specialization. General surgery attracted the largest number of residents with general medicine, obstetrics, gynecology, pathology, psychiatry, pediatrics, anesthesiology and internal medicine following in that order.

Foreign physicians were training in 45 states, the District of Columbia, Hawaii and Puerto Rico. More than 25% of all foreign physicians were located in New York and eight hospitals reported more than 50 foreign doctors. (See listing below.)

LEADING NATIONALITY GROUPS OF FOREIGN PHYSICIANS IN THE UNITED STATES

Nationality Group	*Number of Physicians*
Philippine Islands	1,598
Turkey	587
Canada	535
Mexico	500
Germany	319
Korea	313
Greece	289
Iran	279
Japan	275
Italy	230
India	225

8 HOSPITALS WITH MORE THAN 50 FOREIGN PHYSICIANS

Hospital	*Number*
Bellevue Hospital Center, New York	90
Boston City Hospital	89
Cleveland Clinic Hospital	69
Memorial Center, New York	68
Michael Reese Hospital, Chicago	64
Kings County Medical Center, New York	59
Jersey City Medical Center	53
City Hospital, Cleveland	51

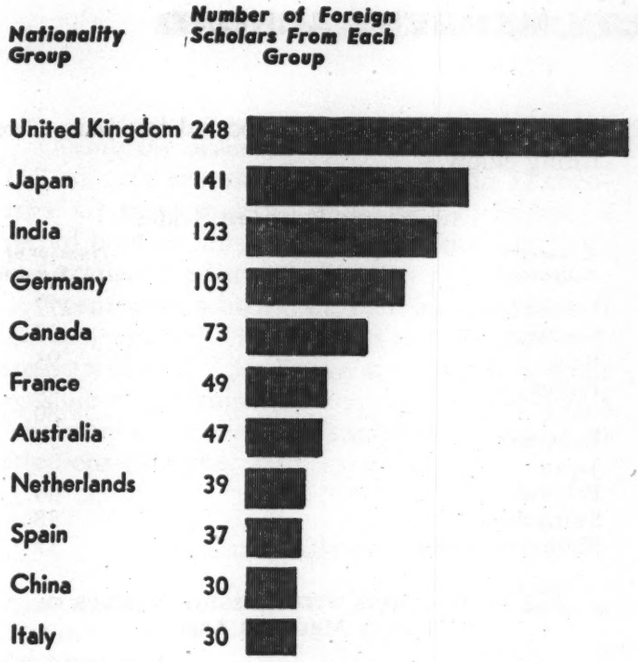

CHART 6
LEADING NATIONALITY GROUPS

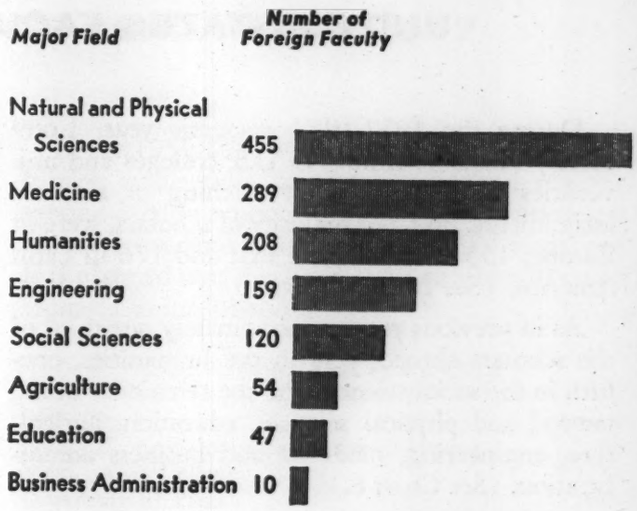

CHART 7
FIELDS OF INTEREST

VISITING FOREIGN SCHOLARS ON FACULTIES OF U. S. EDUCATIONAL INSTITUTIONS

The 1,342 visiting foreign scholars reported include the professors, instructors, lecturers and advanced researchers who served on the faculties of 223 U.S. colleges and universities during the 1957-1958 academic year. 2.5% of the foreign citizen population were visiting foreign scholars. Half of these scholars were from Europe, but the Near and Middle East showed an increase. India almost doubled her representation on U.S. campuses. Visiting scholars from 71 nations were reported this year. (See Chart 6.)

Again this year the largest group of visiting foreign faculty members, 455, were in the natural and physical sciences. 289 served on medical faculties and 208 were in the various fields of the humanities. Far Eastern, Near and Middle Eastern and European scholars were predominantly in the natural and physical sciences. Latin American, Canadian and African scholars were more generally on American medical faculties.

Foreign scholars were reported in 45 states, the District of Columbia, Hawaii and Puerto Rico. Nine schools reported 30 or more visiting faculty members. (See listing below.)

U.S. INSTITUTIONS WITH LARGEST NUMBER OF FOREIGN FACULTY MEMBERS

Institution	*Number of Foreign Faculty Members*
University of California	129
University of Pennsylvania	71
University of Wisconsin	58
Yale University	56
University of Minnesota	52
Massachusetts Institute of Technology	42
University of Pittsburgh	34
Indiana University	33
University of Buffalo	30

UNITED STATES FACULTY MEMBERS ABROAD

During the 1957-1958 academic year, 1,689 faculty members from 349 U.S. colleges and universities were overseas on teaching or research assignments. 862, the majority of scholars, were in Europe; 153 in the Middle East and 176 in Latin America. (See listing at right.)

As in previous years, approximately one-third of the scholars abroad were in the humanities, one-fifth in the social sciences and the remainder in the natural and physical sciences, education, agriculture, engineering, medicine and business administration. (See Chart 8.)

Among the scholars in Europe the leading field is the humanities. The social sciences and the natural and physical sciences follow. In the Far East, social science is the leading field. The humanities and social sciences are the main fields which attract American scholars to the Near and Middle East while the social sciences, humanities and agriculture are the major fields in Latin America.

The University of California again has more faculty members abroad than any other university. Ten per cent of the total or 173 scholars from the University are engaged in educational work outside of the United States. Michigan State University reported a considerable increase in the number of faculty members abroad with 116 reported this year in contrast to the 42 reported last year. (See listing below.)

10 LEADING HOST COUNTRIES

Country of Assignment	*Number of U.S. Scholars*
United Kingdom	177
Germany	99
Italy	93
France	88
India	80
Indonesia	59
Japan	45
Pakistan	44
Switzerland	38
Philippine Islands	37

U.S. INSTITUTIONS WITH LARGEST NUMBER OF FACULTY MEMBERS ABROAD

Institution	*Number of Faculty Members Abroad*
University of California	173
Michigan State University	116
Indiana University	42
Yale University	37
Cornell University	34
University of Pittsburgh	31
University of Wisconsin	31
University of Kentucky	28
University of Tennessee	28
University of Minnesota	27
University of Pennsylvania	27

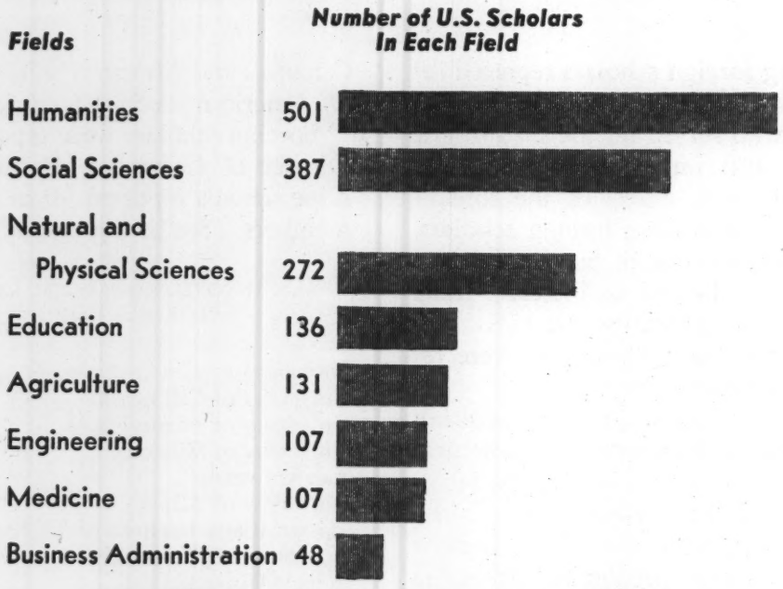

CHART 8 - FIELDS OF INTEREST

UNITED STATES STUDENTS ABROAD 1956-1957

During the academic year 1956-1957, 12,845 U.S. students attended 358 institutions in 52 countries. Of these students, 58% were in Europe, a record number, 20% in Latin America and 13% in Canada. (See listing below.)

Twenty-five schools, in Mexico, Canada and Europe, reported 7,982 students or 62% of all U.S. students abroad. (See listing at right.) It was not possible to determine the number of U.S. students who were summer session students only at the institutions of higher learning in Mexico.

15 Leading Host Countries

Host Country	*Number of U.S. Students Studying in each Country*
Mexico*	2,503
Canada	1,797
United Kingdom	1,276
France	1,252
Germany	1,094
Switzerland	1,020
Italy	996
Vatican City State	470
Philippine Islands	438
Austria	338
Spain	320
Belgium	286
Netherlands	211
Japan	112
Lebanon	93

* A considerable portion of this number very likely represents summer session students.

In the 1956-1957 survey, the Institute asked the foreign universities for totals only and not for specific data on support, educational institution last attended, academic status, major field of study, etc. It is planned that the 1957-1958 survey will again request this information.

Institutions Reporting Over 100 U.S. Students

Institution	*Number*
National Autonomous University of Mexico	1,247
Mexico City College	1,123
University of Paris	798
University of London	510
McGill University	442
University of the Philippines	339
University of Geneva	298
North American College, Vatican City	259
University of Munich	249
University of Toronto	242
University of Oxford	240
University of Edinburgh	239
University of Bologna	234
University of Rome	234
University of Lausanne	221
University of Heidelberg	184
Catholic University of Louvain	182
University of Madrid	139
University of Basel	136
Academy of Music and Dramatic Art, Vienna	120
Ecole de Louvre, Paris	116
University of Ottawa	115
University of Fribourg	108
University of St. Francis Xavier, Nova Scotia	105
Pontifical Athenaeum Angelicum	102

CONDUCT OF THE SURVEYS

Five surveys were conducted by the Institute of International Education during 1957-1958 to identify the population participating in international exchange for educational purposes. The group surveyed included foreign students enrolled in U.S. colleges and universities, foreign physicians training in the United States, foreign scholars teaching or doing research in American institutions of higher education, U.S. students studying abroad and U.S. professors on educational assignments abroad.

The deadline dates for the return of all survey material was earlier this year than ever before. It was felt that *Open Doors 1958* would be more valuable to college, university, research and program personnel if it were available before the close of the academic year. As a result the percentages of reply are generally lower this year than in previous years.

The initial questionnaire for the census of foreign students in institutions of higher education in the United States was mailed in September 1957. The questionnaire asked for name, sex, year of birth, country of citizenship, address in home country, type of visa, date of beginning exchange assignment, institution attended for exchange study, status, field of study or specialization and source of financial support. This year for the first time foreign students were asked whether they had plans for employment and whether they would be interested in the possibility of future employment with the overseas branch of a U.S. business firm. Data concerning these questions appear by country in Table 4 and by field in Table 5. In checking the replies of individuals studying or training in the United States, effort was made to exclude all persons from U.S. territories, displaced persons permanently resettled in the United States and foreign citizens who have established permanent residence in the United States.

The names of the institutions surveyed were obtained from the *Education Directory,* 1956-57 (Part III, Higher Education) of the U.S. Office of Education; *Educational Institutions Approved by the Attorney General; American Junior Colleges,* edited by Jessie P. Bogue, American Council on Education, 1956; *American Universities and Colleges,* edited by Mary Irwin, American Council on Education, 1956; *The College Blue Book;* Lovejoy's *College Guide; Directory of Catholic Colleges and Schools in the United States;* Patterson's *American Educational Directory;* reports of accrediting agencies and past census reports.

Questionnaire forms were mailed to college and university personnel at 2,864 institutions in the forty-eight states, the District of Columbia, Alaska,

the Canal Zone, Hawaii and Puerto Rico. The people reporting were asked to include only those persons who were covered by the Institute's definition of a foreign student: a citizen of a country other than the U.S. who intends to return to his home country when his period of study in the United States is completed. In some cases, the institutions supplied information from their records; in others they distributed the questionnaire forms to the students.

Institutions reported on 1,764 students who did *not* meet the stated definition of a foreign student and who are therefore *not* included in the report. These students included 791 immigrants, 478 permanent residents of the United States, 161 U.S. citizens and nationals, 3 who had withdrawn from school, 157 reported in the surveys of physicians and faculty members, 31 who were reported by more than one institution, 30 who were enrolled in courses below the college level and 92 for whom insufficient information was supplied.

In an attempt to present complete coverage, three reminders were sent. The total percentage of reply was 89%. Sixty-three per cent or 1,801 of the institutions polled replied that they had foreign students in attendance; 26% or 727 replied that they had no foreign students registered and 11% or 336 made no reply.

The survey of foreign physicians in the United States was undertaken in August, 1957 in cooperation with the American Medical Association. Questionnaires were sent to the 1,405 hospitals approved for internships and/or residencies by the American Medical Association. Replies were received from 1,139 or 81.1% of the hospitals polled; 821 or 58.4% reported foreign physicians on their house staffs, 318 or 22.7% reported no foreign physicians and 266 hospitals or 18.9% of those polled did not reply.

The questionnaire contained spaces for the reporting hospital official to provide the following data on each foreign intern or resident: name, country of citizenship, address in home country, year of birth, sex, status (intern or resident), year U.S. medical training began, medical specialty (if resident) and source of financial support. The questionnaire instructions specified that only interns and residents who have both foreign citizenship and permanent residence in a foreign country should be reported and that the following should *not* be included: persons from Alaska, Hawaiian Islands, Puerto Rico, Virgin Islands, Guam or other U.S. territories; displaced persons resettled permanently in the United States and foreign citizens who have immigrated to the United States for permanent residence.

Information on foreign scholars on the faculties of United States colleges and universities was obtained from a survey mailed in September 1957 to the 1,886 institutions of higher education listed in the *Education Directory,* 1956-57 of the U.S. Office of Education. Replies were received from 1,243 or 65.9% of those polled; 222 or 11.8% reported foreign faculty members; 1,021 or 54.1% stated no foreign scholars were on their faculties; and 643 or 34.1% did not reply. The following information on faculty members who were abroad on teaching or educational assignments during the 1957-58 academic year was requested: name and permanent address in the United States, sex, field of interest or specialization, country of assignment and source of financial support.

Questionnaires for the survey of U.S. faculty members on educational assignments abroad were sent in September 1957 to the same 1,886 institutions listed in the *Education Directory.* Replies were received from 1,243 or 65.9% of those polled; 339 or 18% reported members of their faculty abroad, 904 or 47.9% returned negative reports and 643 or 34.1% did not reply.

The survey of U.S. citizens studying abroad reports numbers for the 1956-57 academic year. It was mailed in March 1957 to 927 institutions of higher education abroad. Two reminder letters were sent to these institutions. Reporting officials were asked not to include in their totals students enrolled for summer courses or persons classified as members of the faculty. The list of foreign institutions surveyed was prepared from *Universities of the World Outside USA,* edited by M. M. Chambers, American Council on Education, 1950, and the *Handbook on International Study,* Institute of International Education, 1955.

Of the 927 institutions polled a total of 723 or 78% replied. 431 or 46.3% reported U.S. students, 292 or 31.7% stated that no United States citizens were enrolled at their institutions, and 204 or 22% of the institutions did not reply.

The Institute of International Education is grateful for the assistance of the various individuals and institutions who contributed the information which made this report possible.

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TABLE I

U. S. INSTITUTIONS REPORTING FOREIGN STUDENTS, FOREIGN FACULTY MEMBERS AND U. S. FACULTY MEMBERS ABROAD

The figures given below represent the results of three separate surveys: the figures for foreign students were obtained from a survey made of 2,864 institutions (see page 16); the figures for foreign scholars on the faculties of U.S. colleges and universities were obtained from a survey made of 1,886 institutions (see page 17); the figures for U.S. faculty members abroad were obtained from a survey of 1,886 institutions (see page 17). The number of undergraduate and graduate students are indicated in the columns U and G. The total number of students indicated in column T includes the undergraduates and graduates listed as well as "special" students and those in a "no answer" category.

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Total	**1,342**	**1,689**	**23,502**	**15,118**	**43,391**

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
ALABAMA	5	18	197	21	224
Alabama Coll., Montevallo			8		10
Alabama Polytechnic Inst., Auburn			17	2	22
Alabama, Univ. of (Total)	3	4	55	11	67
Birmingham Campus			2	6	8
University Campus			53	5	59
Athens Coll., Athens			4		4
Birmingham Southern Coll., Birmingham			10	1	11
Howard Coll., Birmingham			4		4
Judson Coll., Marion			1		1
Oakwood Coll., Huntsville			15	2	17
Sacred Heart Jr. Coll., Cullman	1		5		5
St. Joseph's Preparatory Seminary, Holy Trinity			1		1
Snead Coll., Boaz	1				
Spring Hill Coll., Spring Hill			25		25
State Teachers Coll., Florence			3		3
State Teachers Coll., Jacksonville			14		14
State Teachers Coll., Livingston			4		4
State Teachers Coll., Troy			5		5
Talladega Coll., Talladega			4		4
Tuskegee Inst., Tuskegee		14	22	5	27
ARIZONA	9	10	139	39	198
American Inst. for Foreign Trade, Phoenix	9			4	4
Arizona Bible Inst., Phoenix				1	1
Arizona Univ. of, Tucson		10	134	34	188
Grand Canyon Coll., Phoenix			1		1
Phoenix Coll., Phoenix			4		4
ARKANSAS	1	4	82	17	109
Arkansas Polytechnic Coll., Russellville			11		11
Arkansas State Coll., State College			4		4
Arkansas, Univ. of, Fayetteville	1	4	28	12	49
Harding Coll., Searcy			17	4	22
Henderson State Teachers Coll., Arkadelphia			2		2
Ouachita Coll., Arkadelphia			7		7
Philander Smith Coll., Little Rock			12		12
St. John's Sem., Little Rock				1	1
Southern State Coll., Magnolia			1		1
CALIFORNIA	125	254	3,422	1,492	5,738
Alma Coll., Los Gatos				3	3
Ambassador Coll., Pasadena			4		4
American Acad. of Asian Studies, San Francisco				1	1
American River Jr. Coll., Del Paso Heights			3		3
Armstrong Coll., Berkeley			20	2	22
Art Center School, Los Angeles			17		17
Azuzu Coll., Azuzu			10		10
Bakersfield Coll., Bakersfield			5		5
Berkeley Baptist Divinity School, Berkeley				7	8
Bethany Bible Coll., Santa Cruz			4		4
Bible Inst. of Los Angeles, Los Angeles			8	3	11
Brooks Inst. of Photography, Santa Barbara					8
California Baptist Theo. Sem., Covina				2	2
California Coll. of Arts & Crafts, Oakland			5	3	10
California Inst. of Technology, Pasadena	7	5	14	67	81
California Maritime Acad., Vallejo			1		1
California School of Fine Arts, San Francisco			4	1	5
California State Polytechnic Coll. (Total)			161	7	194
San Dimas Campus			17	1	18
San Luis Obispo Campus			144	6	176
California, Univ. of (Total)	101	178	693	907	1,662
Berkeley Campus	13	65	433	598	1,044
Davis Campus	11	24	41	100	166
La Jolla Campus		3		10	10
Los Angeles Campus	57	62	203	166	392
Mt. Hamilton (Lick Observatory)	1				
Riverside Campus	6	7	2		2
San Francisco Campus	13	8		33	33
Santa Barbara Campus		6	14		15
Statewide		3			
Chaffey Jr. Coll., Ontario			13		13
Chapman Coll., Orange		2	6		6
Chico State Coll., Chico			31		32
Choinard Art Inst., Los Angeles			8		12
Christian Science Benevolent Assoc., San Francisco			7		7
Church Divinity School of the Pacific, Berkeley				3	3
City Coll. of San Francisco, San Francisco			135		135
Claremont Men's Coll., Claremont			14		17

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Coalinga Coll., Coalinga			5		5
Colombia Coll., Los Angeles			1	3	4
Compton Coll., Compton			6		6
Dominican Coll. of San Rafael, San Rafael			10		10
East Contra Costa Jr. Coll., Concord			16		16
East Los Angeles Jr. Coll., Los Angeles			13		13
El Camino Coll., El Camino College			32		32
Fresno Jr. Coll., Fresno			23		23
Fresno State Coll., Fresno		2	11		11
Fuller Theo. Sem., Pasadena				18	18
Fullerton Jr. Coll., Fullerton			18		18
George Pepperdine Coll., Los Angeles			81	3	84
Glendale Coll., Glendale		1	27	1	28
Glendale Sanitarium & Hosp., Glendale			8		8
Golden Gate Baptist Theo. Sem., Berkeley			4	6	10
Golden Gate Coll., San Francisco			6	6	12
Hartnell Coll., Salinas			29		29
Heald Coll., Sacramento			1		1
Heald Coll., San Francisco			119	2	121
Hebrew Union Coll.—Jewish Inst. of Religion, Los Angeles		1			
Highland Coll., Pasadena			2		2
Holy Names, Coll. of the, Oakland			8		8
Humboldt State Coll., Arcata			5		5
Immaculate Heart Coll., Los Angeles			20	1	22
Judaism, Univ. of, Los Angeles			12	1	13
Kaiser Foundation Hosp., Oakland			1		1
Latin American Bible Inst., Puente			2		2
La Sierra Coll., Arlington			40		40
La Verne Coll., La Verne			10		10
Lawton School, Beverly Hills			1		1
L.I.F.E. Bible School, Los Angeles			4		4
Long Beach City Coll., Long Beach			31		31
Long Beach State Coll., Long Beach		1	18	2	25
Los Angeles Baptist Theo. Sem., Los Angeles			1	1	2
Los Angeles City Coll., Los Angeles		1	144	3	149
Los Angeles Coll. of Chiropractic, Glendale			8	1	9
Los Angeles Conservatory of Music & Arts, Los Angeles			5		6
Los Angeles County Art Inst., Los Angeles			2	1	5
Los Angeles Harbor Jr. Coll., Wilmington			14		14
Los Angeles Pacific Coll., Los Angeles			7		7
Los Angeles Pierce Jr. Coll., Woodland Hills			17		17
Los Angeles State Coll. of Arts & Sciences, Los Angeles		3	61	15	76
Los Angeles Trade Technical Jr. Coll., Los Angeles			22		22
Los Angeles Valley Jr. Coll., Van Nuys			23		23
Loyola Univ. of Los Angeles, Los Angeles		1	7	5	12
Marin, Coll. of, Kentfield			9		9
Medical Evangelists, Coll. of (Total)		2	13	56	69
Loma Linda Campus		1	8	45	53
Los Angeles Campus		1	5	11	16
Menlo Coll., Menlo Park			6		6
Mennonite Brethren Biblical Sem., Fresno				8	8
Mills Coll., Oakland	2		20	3	23
Modesto Jr. Coll., Modesto			35		36
Monterey Peninsula Coll., Monterey			35		35
Mt. St. Mary's Coll., Los Angeles			20		20
Mt. San Antonio Coll., Pomona			15		15
Napa Junior Coll., Napa			18		18
National Schools, Los Angeles					45
Northrop Aeronautical Inst., Hawthorne			41		53
Notre Dame, Coll. of, Belmont			8	1	9
Occidental Coll., Los Angeles			14	4	20
Oceanside Carlsbad Coll., Oceanside			2		2
Orange Coast Coll., Costa Mesa			16		16
Osteopathic Physicians & Surgeons, Coll. of, Los Angeles				9	9
Our Lady of New Clairvaux, Vina				1	1

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Pacific Bible Inst. of Fresno, Fresno			5		5
Pacific, Coll. of the, Stockton			21	4	28
Pacific Lutheran Theo. Sem., Berkeley				1	1
Pacific School of Religion, Berkeley				6	6
Pacific States Univ., Los Angeles			6		6
Pacific Union Coll., Angwin		1	36	4	40
Palomar Coll., San Marcos			5		5
Paradise Valley Hosp., National City			1		1
Pasadena City Coll., Pasadena			97	3	103
Pasadena Coll., Pasadena			26	1	30
Pasadena Playhouse Assoc., Pasadena			3		4
Physicians & Surgeons, Coll. of, San Francisco				2	2
Pomona Coll., Claremont		3	13		13
Porterville Coll., Porterville				1	1
Queen of Holy Rosary Coll., Mission San Jose					3
Redlands, Univ. of, Redlands	1	2	11	3	15
Reedley Coll., Reedley			19		19
Sacramento Jr. Coll., Sacramento			103	1	104
Sacramento State Coll., Sacramento		1	27	5	33
St. Francis Memorial Hosp., San Francisco			2		2
St. Helena Hosp., Napa County			1	2	3
St. John's Sem. and Coll., Camarillo				1	1
St. Mary's Coll. of California, St. Mary's Coll.	1	1			
Salesian Coll., Aptos				4	4
San Bernardino Valley Coll., San Bernardino		2	11		12
San Diego Coll. for Women, San Diego			12		12
San Diego Jr. Coll., San Diego			11		11
San Diego State Coll., San Diego		2	27	10	38
San Francisco Coll. for Women, San Francisco			18	2	20
San Francisco Conservatory of Music, San Francisco				1	3
San Francisco State Coll., San Francisco	1	7	144	28	178
San Francisco Theo. Sem., San Anselmo		3	1	5	6
San Francisco, Univ. of, San Francisco	1		82	14	103
San Jose Bible Coll., San Jose			2		2
San Jose State Coll. & Jr. Coll., San Jose		2	106	6	113
San Luis Obispo Jr. Coll., San Luis Obispo			9		9
San Mateo, Coll. of, San Mateo			50	1	51
Santa Ana Coll., Santa Ana		1	26		26
Santa Barbara Jr. Coll., Santa Barbara			6		6
Santa Clara, Univ. of, Santa Clara	1	1	23		23
Santa Rosa Jr. Coll., Santa Rosa			17		17
Scripps Coll., Claremont		2	3		3
Sequoias, Coll. of the, Visalia			14		15
Sierra Coll., Auburn			2		2
Simpson Bible Coll., San Francisco			1		1
Southern California Bible Coll., Costa Mesa			5		5
Southern California, Univ. of, Los Angeles					594
Spanish American Baptist Sem., Los Angeles			10		10
Stanford Univ., Stanford Pacific Grove	8	21	64	227	299
Stockton Coll., Stockton		3	27	1	28
Taft Coll., Taft			4		4
U.S. Naval Postgraduate School, Monterey		1			
Upland Coll., Upland			3		3
Ventura Coll., Ventura			11		11
West Contra Costa Jr. Coll., San Pablo		1	18		18
West Lake Coll. of Music, Hollywood					9
Westmount Coll., Santa Barbara			5		6
Whittier Coll., Whittier			7	2	9
Yuba Coll., Marysville	2	2	37		37
COLORADO	3	12	394	160	622
Adams State Coll., Alamosa		1	15		16
Colorado Coll., Colorado Springs	1		53		59

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Colorado School of Mines, Golden		1	65	28	97
Colorado State Coll. of Education, Greeley			11	8	20
Colorado State Univ., Fort Collins		4	16	27	48
Colorado, Univ. of (Total)	2	4	117	65	201
Boulder Campus			112	57	188
Denver Campus			5	8	13
Colorado Women's Coll., Denver			5		5
Conservative Baptist Theo. Sem., Denver				2	2
Denver, Univ. of, Denver		1	68	28	127
Fort Lewis A. & M. Coll., Durango			6		7
Iliff School of Theology, Denver		1		1	1
Lamar Jr. Coll., Lamar			4		4
Loretto Heights Coll., Loretto			3		3
Mesa County Jr. Coll., Grand Junction			7		7
Museum Art School, Denver				1	1
Natural Healing Arts, Univ. of, Denver			1		1
Otero Jr. Coll., La Junta			1		1
Peoples Bible Coll., Colorado Springs			5		5
Pueblo Jr. Coll., Pueblo			7		7
Regis Coll., Denver			4		4
Rocky Mountain Bible Inst., Denver			1		1
Trinidad State Jr. Coll., Trinidad			2		2
Western State Coll. of Colorado, Gunnison			3		3
CONNECTICUT	64	49	162	361	550
Albertus Magnus Coll., New Haven			7		7
Annhurst Coll., South Woodstock			5	1	6
Berkeley Divinity School, New Haven	1				
Bridgeport Engineering Inst., Bridgeport			1		1
Bridgeport, Univ. of, Bridgeport			19		19
Connecticut Coll., New London			6		7
Connecticut, Univ. of, Storrs		6	23	22	47
Fairfield Univ., Fairfield			4		4
Grace New Haven Community Hosp., New Haven			1		1
Hartford Coll., West Hartford			2		2
Hartford Sem. Foundation, Hartford	3	1		21	23
Hartt Coll. of Music, Hartford			2		4
Hillyer Coll., Hartford			17		17
Mitchell Coll., New London			2		2
New Haven State Teachers Coll., New Haven	1	1			
Quinnipiac Coll., New Haven			3		3
St. Francis Hosp., Hartford			1		1
St. Joseph's Coll., West Hartford		1	6		6
Teachers Coll. of Connecticut, New Britain		1	4		4
Trinity Coll., Hartford		1	5		6
Wesleyan Univ., Middletown	3		15	4	20
Yale Univ., New Haven	56	38	39	313	370
DELAWARE	1	2	21	23	46
Delaware, Univ. of, Newark	1	2	15	23	40
Goldey Beacon School, Wilmington			2		2
Wesley Jr. Coll., Dover			4		4
DISTRICT OF COLUMBIA	8	20	944	697	1,905
American Univ.		2	114	134	349
Augustinian Coll.				7	7
Capuchin Coll.			2		2
Catholic Univ. of America			65	102	175
District of Columbia General Hosp.			2		2
District of Columbia Teachers Coll.			25	1	27
Dominican House of Studies				3	3
Dunbarton Coll. of Holy Cross			8		8
Gallaudet Coll.			8	2	12
Georgetown Univ.		11	188	91	395
Georgetown Visitation Jr. Coll.			8		8
George Washington Univ.	1	2	220	218	466
Holy Cross Coll.				3	3
Howard Univ.	7	1	225	70	300
Immaculata Jr. Coll.			4		4
Mt. Vernon Jr. Coll.			2		2
Sacred Heart Sem.			1		1
St. Paul's Coll.			4	2	6
Seventh Day Adventist Theo. Sem.				37	37

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
School of Advanced International Studies (Johns Hopkins Univ., Maryland)		4		10	10
Strayer Coll. of Accounting			25		25
Trinity Coll.			1		1
U.S. Dept. of Agriculture Graduate School			1	16	17
Washington Missionary Coll.			38	1	41
Washington Musical Inst.			3		4
FLORIDA	12	20	482	136	702
Barry Coll., Miami			21		21
Bethune Cookman Coll., Daytona Beach			1		1
Charron Williams Commercial Coll., Miami			15		15
Duval Medical Center, Jacksonville			5		5
Florida A. & M. Univ., Tallahassee		3	6		6
Florida Christian Coll., Tampa			5		7
Florida N. & I. Memorial Coll., St. Augustine			5		5
Florida Southern Coll., Lakeland			11	1	55
Florida State Univ., Tallahassee	3	5	23	43	73
Florida, Univ. of, Gainesville	2	9	134	77	228
Miami, Univ. of, Coral Gables	7	3	194	14	221
Ringling School of Art, Sarasota			1		1
Rollins Coll., Winter Park			14		14
St. Petersburg Jr. Coll., St. Petersburg			2		2
South Eastern Bible Coll., Lakeland			8		8
Stetson Univ., De Land			10	1	13
Tampa, Univ. of, Tampa			8		8
Walsh School of Business Science, Miami			11		11
Webber Coll., Babson Park			8		8
GEORGIA	8	8	315	82	431
Agnes Scott Coll., Decatur			6		8
Albany State Coll., Albany		1			
Andrew Coll., Cuthbert			11		11
Armstrong Coll., Savannah			2		2
Atlanta Univ., Atlanta			1	8	9
Brenau Coll., Gainesville			1		12
Clark Coll., Atlanta			2		2
Columbia Theo. Sem., Decatur			3		3
Emory Univ. (Total)	4	4	10	19	30
Atlanta Campus				1	1
Emory University Campus			10	18	29
Ft. Valley State Coll., Ft. Valley	1				
Georgia Inst. of Technology, Atlanta	1		163	31	196
Georgia Military Coll., Milledgeville			15		15
Georgia Southwestern Coll., Americus			6		6
Georgia State Coll. for Women, Milledgeville			2		2
Georgia Teachers Coll., Collegeboro			1		1
Georgia, Univ. of (Total)	2	2	40	23	80
Georgia State Coll. of Business Administration, Atlanta			19	1	22
Georgia, Univ. of, Athens			21	22	58
Gordon Military Coll., Barnesville			2		2
Mercer Univ., Macon			4	1	5
Middle Georgia Coll., Cochran			17		17
Morehouse Coll., Atlanta			1		1
Morris Brown Coll., Atlanta			6		6
Oglethorpe Univ., Oglethorpe			3		3
Reinhardt Coll., Waleska			2		2
Savannah State Coll., Savannah			1		1
South Georgia Coll., Douglas			5		5
Truett McConnel Jr. Coll., Cleveland			1		1
Valdosta State Coll., Valdosta			5		5
Wesleyan Coll., Macon			2		2
West Georgia Coll., Carrollton		1	3		4
IDAHO	2		149	14	163
Boise Jr. Coll., Boise			11	1	12
Idaho, Coll. of, Caldwell			7		7
Idaho Falls Latter-Day Saints' Hosp., Idaho Falls			4		4
Idaho State Coll., Pocatello			38		38
Idaho, Univ. of, Moscow	2		71	13	84
North Idaho Jr. Coll., Coeur d'Alene			2		2
Northwest Nazarene Coll., Nampa			16		16

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
ILLINOIS	**76**	**80**	**1,257**	**1,309**	**2,675**
Aeronautical University Inc., Chicago			2		3
American Acad. of Art, Chicago			1		1
American Conservatory of Music, Chicago			7	1	8
Amundsen Jr. Coll., Chicago			3		3
Art Inst. of Chicago, School of the, Chicago			15	1	16
Augustana Coll., Rock Island	2		7		7
Augustana Theo. Sem., Rock Island		1		4	4
Aurora Coll., Aurora			6		6
Baptist Missionary Training School, Chicago			6		6
Barat Coll. of the Sacred Heart, Lake Forest	2		12		12
Belleville Township Jr. Coll., Belleville			1		1
Bethany Biblical Sem., Chicago				1	1
Blackburn Coll., Carlinville			13		13
Bradley Univ., Peoria			34	8	42
Carthage Coll., Carthage			9		9
Centralia Township Jr. Coll., Centralia			3		3
Chicago Acad. of Fine Arts, Chicago					7
Chicago City Jr. Coll., Chicago (Total)			36		37
Crane Branch			3		3
Wilson Branch			4		4
Wright Branch			29		30
Chicago College of Osteopathy, Chicago				4	4
Chicago Lutheran Theo. Sem., Maywood		2		2	3
Chicago Technical Coll., Chicago			23		23
Chicago, Univ. of, Chicago	15	27	17	304	336
Concordia Teachers Coll., Chicago			10		10
Concordia Theo. Sem., Springfield			14	3	17
Cook County Hosp., Chicago				2	2
De Paul Univ., Chicago		1	27	26	56
De Vry Technical Inst., Chicago			9		9
Dominican Coll. of St. Thomas Aquinas, River Forest				2	2
Elgin Community Coll., Elgin		1			
Elmhurst Coll., Elmhurst			9		9
Emmaus Bible School, Oak Park			16	2	18
Eureka Coll., Eureka			4		4
Garrett Biblical Inst., Evanston				13	15
Gem City Business Coll., Quincy			1		1
George Williams Coll., Chicago			30	3	33
Greenville Coll., Greenville			17		17
Hebrew Theo. Coll., Chicago			15		15
Hinsdale Sanitarium & Hosp., Hinsdale			4		4
Illinois Coll., Jacksonville			5		5
Illinois Coll. of Optometry, Chicago			2		2
Illinois Inst. of Technology, Chicago	2	1	46	85	132
Illinois State Normal Univ., Normal	21	1	2	2	5
Illinois, Univ. of, Urbana & Chicago	19	23	260	435	717
Illinois Wesleyan Univ., Bloomington			11	1	13
Industrial Training Inst. & Engr. Coll., Chicago			1		1
Jewish Studies, Coll. of, Chicago			7	1	8
John Marshall Law School, Chicago				1	1
Joliet Jr. Coll., Joliet			1	1	2
Kendall Coll., Evanston			12		12
Knox Coll., Galesburg		1			
Lake Forest Coll., Lake Forest			6		6
Lewis Coll. of Science & Technology, Lockport			4		4
Lincoln Coll., Lincoln			4		4
Loyola Univ., Chicago			16	55	71
MacMurray Coll., Jacksonville			20	3	23
McCormick Theo. Sem., Chicago	1	1	1	6	8
McKendree Coll., Lebanon			1		1
Meadville Theo. Sem., Chicago				3	3
Mennonite Biblical Sem., Chicago				9	9
Michael Reese Hosp., Chicago			35	20	55
Millikin Univ., Decatur			10		10
Monmouth Coll., Monmouth			6		6
Monticello Coll., Godfrey			3		3
Morton Jr. Coll., Cicero			2		2
Mundelein Coll., Chicago	1		8		8
National Coll. of Chiropractic, Chicago			15		15
National Coll. of Education, Evanston			3	2	5
North Central Coll., Naperville			15		16
North Park Coll. & Theo. Sem., Chicago			22		22
Northern Baptist Theo. Sem., Chicago			9	7	17
Northern Illinois Univ., DeKalb	1	1			
Northwestern Univ., Evanston	8	11	15	142	176
Norwegian American Hosp., Chicago					7
Olivet Nazarene Coll., Kankakee			5		5
Oregon Bible Coll., Oregon			1		1
Our Lady of the Forest Sem., Lake Bluff			23		23
Parks Coll. of Aeronautics, East St. Louis (Affiliated with St. Louis Univ., Missouri)			17		17
Principia Coll., Elsah			9		9
Quincy Coll., Quincy			1		1
Ray Vogue Schools Inc., Chicago			10		10
Rockford Coll. & Rockford Men's Coll., Rockford		2	9	1	10
Roosevelt Univ., Chicago	2		139	28	168
Rosary Coll., River Forest		4	14	4	18
Sacred Heart Sem., Melrose Park				6	6
St. Francis, Coll. of, Joliet			9		9
St. Francis Hosp., Peoria			3		3
St. Joseph's Sem., Teutopolis			2		2
St. Luke's Hosp., Chicago			2		2
St. Mary of Nazareth Hosp., Chicago				1	1
St. Mary's Mission House Sem., Techny			3	16	19
St. Procopius Coll., Lisle		1	5		6
St. Xavier Coll., Chicago			7	1	8
School of Nuclear Science & Engineering, Lemont			1	40	54
Sherwood Music School, Chicago			2		2
Shimer Coll., Mt. Carroll			2		2
Southern Illinois Univ., Carbondale			64	53	124
Springfield Jr. Coll., Springfield			2		2
Trinity Sem. & Bible Coll., Chicago			2	2	7
U.S. Naval Hospital, Great Lakes	2				
Western Illinois State Coll., Macomb			5		5
Wheaton Coll., Wheaton		2	27	8	35
INDIANA	**42**	**67**	**692**	**546**	**1,406**
Anderson Coll. & Theo. Sem., Anderson			15		15
Ball State Teachers Coll., Muncie	1	3	7	7	22
Bebout Coll. of Chiropody, Indianapolis					21
Butler Univ., Indianapolis			13	12	25
Concordia Sr. Coll., Ft. Wayne		1			
De Pauw Univ., Greencastle	1	2	9	2	20
Earlham Coll., Richmond		1	18		19
Evansville Coll., Evansville			8		8
Fort Wayne Bible Coll., Fort Wayne			6		6
Frankfort Pilgrim Coll., Frankfort			1		1
Franklin Coll., Franklin			1		2
Goshen Coll., Goshen	1	4	30	3	34
Grace Theo. Sem. & Grace Coll., Winona Lake				2	2
Hanover Coll., Hanover			9		9
Huntington Coll., Huntington			5	2	7
Indiana Central Coll., Indianapolis			11		11
Indiana State Teachers Coll., Terre Haute		1	7	3	11
Indiana Technical Coll., Fort Wayne			103		104
Indiana Univ., Bloomington	33	42	91	245	431
John Herron Art School, Indianapolis			2		2
Lincoln Chiropractic Coll., Evansville			11		11
Manchester Coll., North Manchester			4		4
Marian Coll., Indianapolis			8		9
Notre Dame, Univ. of, Notre Dame		3	77	65	143
Purdue Univ., Lafayette	2	7	120	183	327
St. Francis Coll., Fort Wayne			4		4
St. Joseph's Coll., Collegeville			9		9
St. Mary-of-the-Woods Coll., St. Mary-of-the-Woods			10		10
St. Mary's Coll., Notre Dame	2		15	3	19
St. Meinrad Seminary, St. Meinrad		1			
Taylor Univ., Upland			10	1	11
Tri-State Coll., Angola			81		81
Valparaiso Univ., Valparaiso	2	1	7		10

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
West Baden Coll., West Baden (Affiliated with Loyola Univ., Illinois)		1		18	18
IOWA	9	27	402	244	689
Briar Cliff Coll., Sioux City			6		6
Burlington Jr. Coll., Burlington			2		2
Central Coll., Pella		1	4		4
Chicago Evangelistic Inst., University Park			4		4
Clarke Coll., Dubuque			7		7
Coe Coll., Cedar Rapids			3		3
Cornell Coll., Mount Vernon		2	9		9
Dominican Coll. of St. Thomas Aquinas, Dubuque				4	4
Drake Univ., Des Moines			1		1
Dubuque, Univ. of, Dubuque			17	1	22
Graceland Coll., Lamoni			35		36
Grand View Coll., Des Moines			4		4
Grinnell Coll., Grinnell		2	7		9
Iowa State Coll. of A. & M. Arts, Ames	5	8	56	114	204
Iowa State Teachers Coll., Cedar Falls		3	1	3	4
Iowa Wesleyan Coll., Mt. Pleasant			6		6
Loras Coll., Dubuque			1		1
Luther Coll., Decorah		1	3		4
Marycrest Coll., Dubuque			31		31
Morningside Coll., Sioux City			12		12
Mt. Mercy Coll., Cedar Rapids			5		5
Mt. St. Bernard Sem., Dubuque				3	3
Muscatine Jr. Coll., Muscatine			1		1
Northwestern Coll., Orange City			6		6
Palmer School of Chiropractic, Davenport			129		129
Simpson Coll., Indianola			4		4
State Univ. of Iowa, Iowa City	4	10	38	118	157
Wartburg Coll., Waverly			5		5
Wartburg Theo. Sem., Dubuque				1	1
Westmar Coll., Le Mars			3		3
William Penn Coll., Oskaloosa			2		2
KANSAS	14	26	362	269	669
Arkansas City Jr. Coll., Arkansas City			4		4
Baker Univ., Baldwin City			10		10
Bethel Coll., North Newton			29		29
Bethel Deaconess Hosp., Newton			1		1
Central Baptist Theo. Sem., Kansas City				2	2
Central Coll., McPherson			1		1
Coffeyville Coll. of Arts & Sciences, Coffeyville			9		9
El Dorado Jr. Coll., El Dorado			1		1
Emporia, Coll. of, Emporia			29		30
Fort Hays Kansas State Coll., Hays		2	2		3
Friends Bible Coll., Haviland			2		2
Friends Univ., Wichita			10		10
Kansas State Coll. of Agriculture & Science, Manhattan	6	13	44	99	161
Kansas State Teachers Coll., Emporia		3	8	10	27
Kansas State Teachers Coll., Pittsburg			5	1	7
Kansas, Univ. of (Total)	6	7	76	123	205
Kansas, Univ. of, Lawrence			76	117	199
Medical Center, Kansas City				6	6
Kansas Wesleyan Univ., Salina			7		7
Manhattan Bible Coll., Manhattan			1		1
Marymount Coll., Salina			4		4
McPherson Coll., McPherson		1	8		8
Midwest Inst. of Business Administration, Eureka			5		5
Miltonvale Wesleyan Coll., Miltonvale			1		1
Mt. St. Scholastica Coll., Atchison			16		17
Ottawa Univ., Ottawa			10		11
Pratt Jr. Coll., Pratt			3		3
Sacred Heart Coll., Wichita			3		3
St. Benedict's Coll., Atchison			9		9
St. Mary Coll., Xavier			9	1	10
St. Mary's Coll., St. Marys (Affiliated with St. Louis Univ., Missouri)				31	31
Sterling Coll., Sterling			4		4

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Tabor Coll., Hillsboro			11		11
Washburn Univ. of Topeka, Topeka			15		15
Wichita, Univ. of, Wichita	2		25	2	27
KENTUCKY	8	36	174	97	290
Asbury Coll., Wilmore		1	13		13
Asbury Theo. Sem., Wilmore			3	28	32
Bellarmine Coll., Louisville			1		1
Berea Coll., Berea		4	28		34
Bible, Coll. of the, Lexington		1		4	4
Bowling Green Coll. of Commerce, Bowling Green			3		3
Brescia Coll., Owensboro					1
Campbellsville Coll., Campbellsville			3		3
Carver School of Missions & Social Work, Louisville				2	2
Centre Coll. of Kentucky, Danville			8		8
Eastern Kentucky State Coll., Richmond			1		1
Georgetown Coll., Georgetown	2		15		15
Kentucky State Coll., Frankfort			2		2
Kentucky, Univ. of, Lexington	6	28	22	24	55
Kentucky Wesleyan Coll., Owensboro			2		2
Lindsey Wilson Coll., Columbia			1		1
Louisville Presbyterian Theo. Sem., Louisville				1	1
Louisville, Univ. of, Louisville		1	21	37	58
Midway Jr. Coll., Midway			14		14
Morehead State Coll., Morehead			5	1	6
Nazareth Coll., Louisville			1		1
Pikeville Coll., Pikeville			4		4
St. Catherine Coll., St. Catherine			3		3
Southern Baptist Theological Seminary, Louisville		1			
Sue Bennett Coll., London			1		1
Transylvania Coll., Lexington			5		5
Union Coll., Barbourville			6		6
Ursuline Coll., Louisville			11		11
Villa Madonna Coll., Covington			1		3
LOUISIANA	24	16	586	153	762
Centenary Coll., Shreveport			12		13
Francis T. Nicholls Jr. Coll., Thebodaux			4		4
Hotel Dieu School of Nursing, New Orleans			2		2
Louisiana Coll., Pineville			2		2
Louisiana Polytechnic Inst., Ruston			12		12
Louisiana State Univ., Baton Rouge	4	4	289	79	380
Loyola Univ., New Orleans			13	2	15
McNeese State Coll., Lake Charles			9		9
New Orleans Baptist Theological Seminary, New Orleans		1			
Northeast Louisiana State Coll., Monroe			1		1
Northwestern State Coll. of Louisiana, Natchitochos			4		4
Notre Dame Sem., New Orleans			1	2	3
St. Mary's Dominican Coll., New Orleans			17		17
Soule Coll., Inc., New Orleans			62		65
Southeastern Louisiana Coll., Hammond			10		10
Southern Univ. & A. & M. Coll., Baton Rouge			3		3
Southwestern Louisiana Inst., Lafayette			79	2	82
Tulane Univ. of Louisiana, New Orleans	20	11	55	68	129
Xavier Univ., New Orleans			11		11
MAINE	2	7	48	10	75
Bangor Theo. Sem., Bangor			1		1
Bates Coll., Lewiston			4		5
Bowdoin Coll., Brunswick	1	3	6		18
Colby Coll., Waterville		2	10		10
Husson Coll. & Conservatory of Music, Bangor			1		1
La Mennais Coll., Alfred			5		5
Maine Medical Center, Portland			1		1
Maine, Univ. of, Orono		2	13	10	27
Mercy Hosp., Portland			1		1

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Nasson Coll., Springvale			2		2
Oblate Sem. & Coll., Bar Harbor			1		1
Ricker Coll., Houlton			1		1
St. Joseph's Coll., North Windham	1		2		2
MARYLAND	34	28	271	192	486
Baltimore Jr. Coll., Baltimore			2		2
Coppin State Teachers Coll., Baltimore		1			
Goucher Coll., Baltimore	1		10		10
Hood Coll., Frederick			4		5
Johns Hopkins Univ., Baltimore	9	5	23	84	109
Lutheran Deaconess School, Ruxton			2		2
Maryland, Univ. of (Total)	23	12	93	98	211
Baltimore Campus				6	6
College Park Campus			93	92	205
Montgomery Jr. Coll., Takoma Park			3		3
Morgan State Coll., Baltimore		1	27		27
Mt. St. Agnes Coll., Balitmore			3		3
Mt. St. Mary's Coll., Emmitsburg			3		3
Notre Dame of Maryland, Coll. of, Baltimore			4		4
Peabody Conservatory of Music, Baltimore			7	5	12
St. John's Coll., Annapolis			6		6
St. Joseph's Coll., Emmitsburg			2		2
St. Mary's Sem. Jr. Coll., St. Mary's City			1	1	2
St. Mary's Sem. & Univ., Baltimore	1	5		3	3
State Teachers Coll., Towson		2			
United States Naval Acad., Annapolis			18		18
Washington Coll., Chestertown			4		4
Western Maryland Coll., Westminster		1	8	1	9
Woodstock Coll., Woodstock		1	51		51
MASSACHUSETTS	106	62	1,221	1,380	2,801
American International Coll., Springfield			10		10
Amherst Coll., Amherst		1	20	3	29
Andover Newton Theo. Sem., Newton Centre	1			3	4
Anna Maria Coll., Paxton	1		5		5
Archbishop Cushing Coll., Brookline			4		4
Assumption Coll., Worcester			4		4
Atlantic Union Coll., South Lancaster			50		50
Babson Inst. of Business Administration, Babson Park			28	1	30
Becker Jr. Coll. of Business, Worcester			3		3
Boston Coll. (Total)			27	28	59
Boston Coll., Chestnut Hill			15	17	33
Weston Coll., Weston			12	11	26
Boston Univ., Boston	1	10	172	145	380
Bradford Durfee Technical Inst., Fall River			3		4
Bradford Jr. Coll., Bradford			8		8
Brandeis Univ., Waltham	14	4	20	17	38
Cambridge Jr. Coll., Cambridge			3		4
Chamberlain School of Retailing, Boston			12		12
Christian Science Benevolent Assoc., Chestnut Hill			1	19	20
Clark Univ., Worcester			18	27	49
Clarke School for the Deaf, Northampton				3	3
Dean Jr. Coll., Franklin			3		3
Eastern Nazarene Coll., Wollaston			34	1	35
Emmanuel Coll., Boston			10		11
Endicott Jr. Coll., Beverly			2		2
Episcopal Theological School, Cambridge				2	3
Forsyth Dental Infirmary, Boston				18	18
Franklin Technical Inst., Boston			11		11
Garland School, Boston			4		4
Gordon Coll., Beverly Farms	1	1	20	11	33
Harvard Univ., Cambridge	7	16	106	482	623
Holy Cross, Coll. of the, Worcester			8		8
Katherine Gibbs School, Boston			3		3
La Salette Sem., Ipswich				1	1
Lasell Jr. Coll., Auburndale			6		6

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Leicester Jr. Coll., Leicester			4		4
Leland Powers School, Boston			1		1
Lesley Coll., Cambridge			4		4
Lowell State Teachers Coll., Lowell		1			
Lowell Technological Inst., Lowell			30	14	48
Marist Coll. & Sem., Framingham Center			4		4
Massachusetts Coll. of Optometry, Boston				1	1
Massachusetts Inst. of Technology, Cambridge	42	16	262	411	715
Massachusetts, Univ. of, Amherst	3	6	4	30	42
Merrimack Coll., Andover			2		2
Mt. Auburn Hosp., Cambridge			1		1
Mt. Holyoke Coll., South Hadley	3	2	7	12	23
Mt. Ida Jr. Coll., Newton			6		6
New Bedford Inst. of Textiles, New Bedford			8		8
New Church Theological School, Cambridge				2	3
New England Coll. of Pharmacy, Boston			2		2
New England Conservatory of Music, Boston			11	7	21
New England Inst. of Anatomy & Embalming, Boston					1
New England Sanitarium & Hosp., Melrose			12		12
New England School of Theology, Brookline			4		4
Newton Coll. of the Sacred Heart, Newton	1		10		10
Newton Jr. Coll., Newtonville				3	3
Nichols Jr. Coll., Dudley			9		9
Northeastern Univ., Boston			20		20
Oblate Coll. & Sem., Natick				5	5
Our Lady of the Elms Coll., Chicopee			4		4
Perkins Inst., Watertown				2	6
Perry Kindergarten Normal School, Boston			4		4
Pine Manor Jr. Coll., Wellesley	1		8		8
Radcliffe Coll., Cambridge			10	45	55
Regis Coll., Weston			9		9
St. John's Sem., Brighton				8	8
Simmons Coll., Boston			12	13	26
Smith Coll., Northampton	11	1	11	10	21
Springfield Coll., Springfield	2		30	9	42
Stonehill Coll., North Easton			4		4
Suffolk Univ., Boston			11		11
Tufts Univ. (Total)	16	1	41	41	87
Boston School of Occupational Therapy, Boston			2		3
Bouve Boston School, Medford			1		1
Eliot Pearson School, Boston			2	2	5
Fletcher School of Law & Diplomacy, Medford		1	1	18	19
Tufts Univ., Medford	16		35	21	59
Vesper George School of Art, Boston			5		5
Wellesley Coll., Wellesley		1	27	5	32
Wentworth Inst., Boston	2		8		8
Wheaton Coll., Norton			5		5
Wheelock Coll., Boston			4		6
Williams Coll., Williamstown		2	10		10
Worcester Polytechnic Inst., Worcester			22	1	24
MICHIGAN	60	184	1,823	964	3,094
Adrian Coll., Adrian			11		11
Albion Coll., Albion		2	10	1	11
Alma Coll., Alma			4		4
Art School of the Detroit Society of Arts, Detroit			10	1	11
Calvin Coll., Grand Rapids			87		87
Calvin Theo. Sem., Grand Rapids		1		15	15
Carnegie Inst., Detroit			3		3
Central Michigan Coll., Mt. Pleasant	1	1	4	3	7
Chrysler Inst. of Engineering, Highland Park			77	4	82
Cleary Coll., Ypsilanti			7		7
Cranbrook Acad. of Art, Bloomfield Hills				9	12

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Detroit Coll. of Applied Science, Ferndale			1	2	5
Detroit Inst. of Technology, Detroit			69	2	71
Detroit, Univ. of, Detroit		1	145	31	221
Eastern Michigan Coll., Ypsilanti		1	78	2	81
Emmanuel Missionary Coll., Berrien Springs			34		34
Ferris Inst., Big Rapids			6		7
Flint Jr. Coll., Flint			15		15
General Motors Inst., Flint			119		119
Grand Rapids Jr. Coll., Grand Rapids			4		4
Great Lakes Coll., Detroit			18		19
Harper Hosp., Detroit			1		1
Henry Ford Community Coll., Dearborn			7		7
Highland Park Jr. Coll., Highland Park			2		2
Hillsdale Coll., Hillsdale			19		19
Hope Coll., Holland			26		26
Jackson Jr. Coll., Jackson	1				
Kalamazoo Coll., Kalamazoo		1	14		14
Madonna Coll., Livonia			3		3
Marygrove Coll., Detroit	1		17		17
Meinzinger Art School, Detroit					3
Mercy Coll., Detroit			3		3
Merrill Palmer School, Detroit				11	11
Michigan Coll. of Mining & Technology (Total)			178	7	185
Houghton Campus			157	7	164
Sault Ste. Marie			21		21
Michigan State Univ., East Lansing	17	127	168	171	385
Michigan, Univ. of, Ann Arbor	18	27	444	636	1,246
Nazareth Coll., Nazareth			5	1	6
Northern Michigan Coll., Marquette		5	4		4
Northwestern Michigan Coll., Traverse City		1			
Olivet Coll., Olivet			6		6
Port Huron Jr. Coll., Port Huron			48		48
Reformed Bible Inst., Grand Rapids			26		26
Siena Heights Coll., Adrian			22		22
Spring Arbor Jr. Coll., Spring Arbor			3		3
Walsh Inst. of Accountancy, Detroit			1		1
Wayne State Univ., Detroit	22	15	111	60	204
Western Michigan Univ., Kalamazoo		2	13	6	24
Western Theo. Sem., Holland				2	2
MINNESOTA	62	41	374	516	1,225
Abbott Hosp., Minneapolis			1		1
Apostolic Bible Inst., St. Paul			2		2
Augsburg Coll. & Theo. Sem., Minneapolis			6		8
Austin Jr. Coll., Austin			2		2
Bethany Lutheran Coll. & Theo. Sem., Mankato				1	1
Bethel Coll. & Sem., St. Paul		1	19	4	23
Bible School & Sem., Fergus Falls			3		3
Carleton Coll., Northfield		1	5		5
Concordia Coll., Moorhead			21	1	22
Concordia Coll., St. Paul		2	1		1
Crosier Sem., Onamia			1		1
Dunwoody Industrial Inst., Minneapolis			23	1	24
Eveleth Jr. Coll., Eveleth			1		1
Gustavus Adolphus Coll., St. Peter			9	1	10
Hamline Univ., St. Paul			7		9
Luther Theo. Sem., St. Paul	1			9	10
Lutheran Bible Inst., Minneapolis			8		9
Macalester Coll., St. Paul		1	40		41
MacPhail Coll. of Music, Minneapolis			3		3
Mankato State Coll., Mankato		1			
Medical Technique, Coll. of, Minneapolis			6		6
Minnesota Bible Coll., Minneapolis			1		1
Minneapolis Business Coll., Minneapolis			1		1
Minneapolis School of Art, Minneapolis		1	4	1	5
Minnesota School of Business, Minneapolis			1		1
Minnesota, Univ. of (Total)	52	29	112	482	918
Duluth Campus			24		24
Mayo Foundation for Medical Research, Rochester					123
Minneapolis & St. Paul Campus			88	482	771
North Central Bible Coll., Minneapolis			3		3
Northwestern Hosp., Minneapolis			1		1
Northwestern Lutheran Theo. Sem., Minneapolis				6	6
Northwestern Coll., Minneapolis			5		5
Rochester Jr. Coll., Rochester			3		3
St. Benedict, Coll. of, St. Joseph			6		6
St. Catherine, Coll. of, St. Paul	1		11	1	14
St. John's Univ., Collegeville			19	8	27
St. Mary's Coll., Winona	1	2			
St. Olaf Coll., Northfield	1	2	4		6
St. Paul Bible Inst., St. Paul			8		8
St. Scholastica, Coll. of, Duluth			4		4
St. Teresa, Coll. of, Winona	4		11		11
State Teachers Coll., Bemidji	2		7		7
State Teachers Coll., Mankato			11		11
State Teachers Coll., Moorhead			2		2
State Teachers Coll., St. Cloud		1	2	1	3
MISSISSIPPI	3	3	108	12	126
Alcorn A. & M. Coll., Lorman			1		1
Belham Coll., Jackson		1			
Blue Mountain Coll., Blue Mountain			9		10
Delta State Coll., Cleveland			4		4
Draughon's Business Coll., Jackson			1		1
Gulf Park Coll., Gulfport			2		2
Itawamba Jr. Coll., Fulton			1		1
Jackson State Coll., Jackson			1		1
Jones County Jr. Coll., Ellisville			4		4
Meridian Municipal Jr. Coll., Meridian			1		1
Mississippi Coll., Clinton			2		3
Mississippi Southern Coll., Hattiesburg			20	1	21
Mississippi State Coll., State College	2		20	5	27
Mississippi State Coll. for Women, Columbus			1		2
Mississippi, Univ. of, University		2	12	6	18
Pearl River Jr. Coll., Poplarville			6		7
Pentecostal Bible Inst., Tupelo			2		2
Perkinston Jr. Coll., Perkinston			7		7
Tougaloo Southern Christian Coll., Tougaloo			1		1
William Carey Coll., Hattiesburg	1		12		12
Wood Jr. Coll., Mathiston			1		1
MISSOURI	7	12	557	287	864
Barnes Hosp., St. Louis				3	3
Central Bible Inst., Springfield			16	3	19
Central Coll., Fayette			3		3
Central Inst. of the Deaf, St. Louis			8	1	9
Central Missouri State Coll., Warrensburg			49	1	50
Concordia Seminary, St. Louis		1			
Cottey Coll., Nevada		1	12		12
Culver Stockton Coll., Canton			4		4
Drury Coll., Springfield			10		10
Eden Theo. Sem., Webster Groves				2	2
Hannibal-LaGrange Coll., Hannibal			10		10
Independence Sanitarium & Hosp., Independence			2		2
Jefferson City Jr. Coll., Jefferson City			1		1
Jr. Coll. of Kansas City, Kansas City			3		4
Kansas City Art Inst. & School of Design, Kansas City					1
Kansas City Coll. of Osteopathy, Kansas City		1		5	5
Kansas City, Univ. of, Kansas City			22	4	26
Kemper Military School, Boonville			3		3
Kenrick Sem., St. Louis				1	1
Kirksville Coll. of Osteopathy, Kirksville			5		5
Lindenwood Coll. for Women, St. Charles		1	12		12
Logan Basic Coll. of Chiropractic, St. Louis			5		5
Maryhurst Normal School, Kirkwood			3		4

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Missouri School of Religion, Columbia				1	1
Missouri, Univ. of (Total)	7	8	156	118	282
Missouri School of Mines & Metallurgy, Rolla		1	80	20	101
Missouri, Univ. of, Columbia	7	7	76	98	181
Missouri Valley Coll., Marshall			4		4
National Coll. for Christian Workers, Kansas City			6		6
Nazarene Theo. Sem., Kansas City				7	7
Northeast Missouri State Teachers Coll., Kirksville			35	18	56
Northwest Missouri State Coll., Maryville			4		4
Park Coll., Parkville			16		16
Rockhurst Coll., Kansas City			8		8
St. Joseph Jr. Coll., St. Joseph			2		2
St. Louis City Hosp., St. Louis			1		1
St. Louis Coll. of Pharmacy, St. Louis			1	5	6
St. Louis Passionist Preparatory Sem., St. Louis			2		2
St. Louis Univ. (Total)			58	64	123
Fontbonne Coll., St. Louis			5		5
Maryville Coll. of the Sacred Heart, St. Louis			6		6
Notre Dame Coll., St. Louis			3		3
St. Louis Univ., St. Louis			35	64	100
Webster Coll., Webster Groves			9		9
St. Stanislaus Sem., Florissant			4		4
Southeast Missouri State Coll., Cape Girardeau			5		5
Southwest Baptist Coll., Bolivar			7		7
Southwest Missouri State Coll., Springfield			15		15
Stephens Coll., Columbia			9		9
Tarkio Coll., Tarkio			3		3
Washington Univ., St. Louis			40	54	99
Westminster Coll., Fulton			7		7
William Jewell Coll., Liberty			6		6
MONTANA	10	10	151	24	178
Carroll Coll., Helena		3	14	1	15
Columbus Hosp., Great Falls			2		2
Great Falls, Coll. of, Great Falls	1	1	3		3
Montana School of Mines, Butte			21	7	28
Montana State Coll., Bozeman	8	4	70	11	84
Montana State Univ., Missoula	1	2	36	5	41
Northern Montana Coll., Havre			1		1
Presentation School of Nursing, Miles City			1		1
Rocky Mountain Coll., Billings			3		3
NEBRASKA	4	5	178	75	275
Creighton Univ., Omaha	1		14	3	17
Dana Coll., Blair			2		2
Doane Coll., Crote			4		4
Duchesne Coll., Omaha	1		4		5
Grace Bible Inst., Omaha			8		8
Hastings Coll., Hastings		1	8		9
Luther Coll., Wahoo			1		1
Midland Coll., Fremont			7		7
Municipal Univ. of Omaha, Omaha			4	2	7
Nebraska, Univ. of, Lincoln	2	4	75	70	164
Nebraska Wesleyan Univ., Lincoln			12		12
Norfolk Jr. Coll., Norfolk			3		3
St. Mary's Coll., Omaha			1		1
Scotsbluff Coll., Scotsbluff			1		1
Union Coll., Lincoln			34		34
NEVADA			6	2	8
Nevada, Univ. of, Reno			6	2	8
NEW HAMPSHIRE	3	2	93	9	108
Colby Jr. Coll. for Women, New London		1	5		5
Concord Commercial Coll., Concord			1		1
Dartmouth Coll., Hanover			38		42
Keene Teachers Coll., Keene			1		1
Mary Hitchcock Hosp., Hanover			1		1
Mt. St. Mary Coll., Hooksett			2		2
New Hampshire, Univ. of, Durham	3	1	15	9	26

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Plymouth Teachers Coll., Plymouth			1		1
Rivier Coll., Nashua			22		22
St. Anselm's Coll., Manchester			7		7
NEW JERSEY	24	37	259	254	535
Alma White Coll., Zarephath			1		1
Bloomfield Coll. & Theo. Sem., Bloomfield			10		12
Caldwell Coll. for Women, Caldwell			8		8
Centenary Coll. for Women, Hackettstown			7		7
Don Bosco Coll., Newton			12		12
Drew Univ., Madison			4	12	17
Fairleigh Dickinson Univ. (Total)		3	16	4	20
Teaneck Campus			13	2	15
Rutherford Campus			3	2	5
Georgian Court Coll., Lakewood			6		6
Lutheran Bible Inst., Teaneck			2		2
Monmouth Coll., Long Branch			6		6
New Jersey State Teachers Coll., Jersey City			2		2
New Jersey State Teachers Coll., Paterson			1		1
New Jersey State Teachers Coll., Trenton		1			
New Jersey State Teachers Coll., Upper Montclair			3	1	5
Newark Beth Israel Hosp., Newark			14		14
Newark Coll. of Engineering, Newark	1				
Northeastern Bible Inst., Essex Fells			1	2	3
Panzer Coll. of Physical Education, East Orange			1		1
Paterson General Hospital, Paterson			1		1
Princeton Theo. Sem., Princeton		3		38	40
Princeton Univ., Princeton	6	13	62	135	197
Rider Coll., Trenton			4		9
Rutgers Univ., New Brunswick	16	14	39	62	110
St. Elizabeth, Coll. of, Convent Station			10		10
St. Joseph Hosp., Paterson			1		1
St. Joseph's Coll., Princeton			2		2
St. Peter's Coll. of Arts & Sciences, Jersey City		1	1		1
Shelton Coll., Ringwood			2		2
Stevens Inst. of Technology, Hoboken	1		20		20
Trenton Jr. Coll., Trenton			2		2
Upsala Coll., East Orange			21		23
Westminster Choir Coll., Princeton		2			
NEW MEXICO	1	10	60	27	423
Eastern New Mexico Univ., Portales			2	1	3
Montezuma Seminary, Montezuma					315
New Mexico Coll. of A. & M. Arts, State College			12	4	17
New Mexico Highlands Univ., Las Vegas			3	6	10
New Mexico Inst. of Mining & Technology, Socorro		1	6	6	12
New Mexico, Univ. of, Albuquerque		9	36	10	53
St. Michael's Coll., Santa Fe			1		13
NEW YORK	149	197	2,121	2,452	5,621
Acad. of Advanced Traffic, New York					1
Acad. of Aeronautics Inc., LaGuardia Airport			3		3
Adelphi Coll., Garden City			19		19
Albany Business Coll., Albany			4		4
Alfred Univ., Alfred	1		9		16
Art Students League of New York, New York					29
Augustinian Acad., Staten Island			1		1
Bank Street Coll. of Education, New York				2	2
Baptist Bible Sem., Inc., Johnson City			1		1
Bard Coll., Annandale-on-Hudson			9		11
Bennett Jr. Coll., Millbrook			1		1
Berkeley School, New York			2		2
Biblical Sem. in New York, New York			2	12	14
Briarcliff Jr. Coll., Briarcliff Manor			17		17

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Brooklyn College, Brooklyn	1	9	8		15
Broome Technical Community Coll., Binghamton			2		2
Bryant & Stratton Business Inst., Buffalo			1	1	2
Buffalo Bible Inst., Buffalo			1		1
Buffalo, Univ. of, Buffalo	30	8	31	13	46
Cazenovia Jr. Coll., Cazenovia		1	4		4
Central City Business Inst., Syracuse			2		2
Chiropractic Inst. of New York, New York			4	4	9
City Coll. of New York, New York	1	8	34		34
Claremont Secretarial School, New York			4		4
Clarkson Coll. of Technology, Potsdam			34	1	35
Colgate Rochester Divinity School, Rochester	1			2	2
Colgate Univ., Hamilton		1	5		7
Collegiate Secretarial Inst., New York					15
Columbia Univ., New York (Total)	14	7	208	641	1,370
Barnard Coll.	2	2	29		30
Columbia Univ.	11		137	442	1,069
New York School of Social Work				43	43
Teachers Coll.	1	5	42	156	228
Cooper Union, New York		2	2		2
Cornell Univ., Ithaca (Total)	13	34	191	399	643
Cornell-New York Hosp., New York			1		1
Cornell-New York Medical Coll., New York				5	5
Cornell Univ., Ithaca	13	34	190	394	637
Divine Word Sem., Conesus			9		9
Dominican Jr. Coll., Blauvelt			1		1
Drake Business School Inc., New York			5		5
D'Youville Coll., Buffalo	1				
Eastern School for Physician's Aides, New York			3		3
Eastman Dental Dispensary School for Dental Hygienists, Rochester			2	28	30
Eastman School, New York			14		14
Elim Bible Inst., Lima			9		9
Elmira Coll., Elmira		2			
Erie County Technical Inst., Buffalo			4		4
Fashion Inst. of Technology, New York			13		13
Fordham Univ. (Total)	2	1	77	111	193
Loyola Sem., Shrub Oak			1	1	2
Fordham Univ., New York	2	1	76	110	191
General Theo. Sem., New York	1			5	7
Good Counsel Coll., White Plains			6		6
Guggenheim Dental Clinic, New York				44	44
Hamilton Coll., Clinton		4	2		3
Hobart & William Smith Colleges, Geneva		1	11		11
Hofstra Coll., Hempstead		1	4		4
Holy Cross Preparatory Sem., Dunkirk			3		3
Houghton Coll., Houghton			19		19
Hunter Coll., New York		1	30	2	41
Inst. of Design & Construction, Brooklyn			3		3
Iona Coll., New Rochelle			3		3
Ithaca Coll., Ithaca	1		14		14
Jewish Hosp. of Brooklyn, Brooklyn			4		4
Jewish Theological Seminary, New York		3			
John Fisher Coll., Rochester			1		1
Julliard School of Music, New York			57	4	78
Katherine Gibbs Secretarial School, New York			2	1	3
Kenwood Normal Training School, New York			2		2
Keuka Coll., Keuka Park			3		5
Kings College, Briarcliff Manor			8		8
Ladycliff Coll., Highland Falls			1		4
Latin American Inst., New York			5		5
Le Moyne Coll., Syracuse			3		3
Lincoln Hosp., New York			4		4
Long Island Univ., Brooklyn			24	2	26
Lycée Français de New York, New York			9		9
Manhattan Coll., New York			12		22

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Manhattan Medical & Dental Assistants School, New York			25		25
Manhattanville Coll. of the Sacred Heart, Purchase and New York City			25	1	26
Manhattan School of Music, New York			10	2	12
Marian Coll., Poughkeepsie		1	24		24
Marist Fathers Novitiate, Staten Island			9		9
Maryknoll Teachers Coll., Maryknoll					10
Marymount Coll., Tarrytown		1	16	3	19
McAllister School of Embalming, New York			2		2
Mercy Hosp., Buffalo			1		1
Mills Coll. of Education, New York			3		4
Mt. St. Alphonsus Sem., Esopus			2	7	9
Mt. St. Vincent, Coll. of, New York			9		9
Mt. Sinai Hosp., New York					56
Mt. Vernon School of Business, Mt. Vernon			1		1
Nazareth Coll., Rochester			1		2
New Rochelle, Coll. of, New Rochelle			6		6
New School for Social Research, New York		2	16	79	95
New York Botanical Garden, Bronx Park				2	2
New York Coll. of Music, New York			10		12
New York City Community Coll., Brooklyn			9		9
New York Inst. of Dietetics, New York			7		7
New York Inst. of Photography, New York					6
New York Medical Coll., New York				2	2
New York Phoenix School of Design, New York			1		5
New York Univ., New York	11	22	279	633	1,045
Niagara Univ., Niagara University			4	5	9
Notre Dame Coll. of Staten Island, Staten Island			1		1
Nyack Missionary Coll., Nyack			18		18
Our Lady of Hope Mission Seminary, Newburgh		1			
Our Lady of Martyr Tertianship, Auriesville				11	11
Packer Collegiate Inst. Jr. Coll., Brooklyn			2		2
Pan American Art School, New York			5		5
Parsons School of Design, New York			39		39
Polytechnic Inst. of Brooklyn, Brooklyn			18	52	70
Practical Bible Training School, Bible School Park			1		1
Pratt Inst., Brooklyn			50	4	63
Queens Coll., Flushing		4			51
RCA Institutes Inc., New York			16	3	19
Rensselaer Polytechnic Inst., Troy			143	49	193
Roberts Wesleyan Coll., North Chili			32		33
Rochester Business Inst., Rochester			9		9
Rochester Inst. of Technology, Rochester			19		19
Rochester, Univ. of, Rochester	5	7	16	70	89
Rockefeller Inst., New York	16				
Rosary Hill Coll., Buffalo		1	7		7
Russell Sage Coll., Troy			10		10
St. Anthony-on-Hudson Sem., Rensselaer			1	3	4
St. Bernardine of Siena Coll., Loudonville		1			
St. Bonaventure Univ., Bonaventure		1	11	1	12
St. Catherine's Hosp., Brooklyn			2		2
St. Claire Hosp., New York			2		2
St. John's Episcopal Hosp., Brooklyn			2		2
St. John's Long Island City Hosp., Long Island City			1		1
St. John's Univ., Brooklyn			8	3	12
St. John's Villa Acad., Staten Island			1		1
St. Joseph's Apostolic School, Watertown			19		19
St. Joseph's Coll. for Women, Brooklyn			1		1
St. Lawrence Univ., Canton			22		23

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
St. Luke's Hosp., New York			1		1
St. Rose, Coll. of, Albany		1	10		10
St. Vladimir's Orthodox Theo. Sem., New York			1	3	4
Sarah Lawrence Coll., Bronxville		1	6		10
School of Insurance, New York					11
Skidmore Coll., Saratoga Springs			15	1	16
State Univ. of New York (Total)	41	47	50	13	82
Agricultural & Technical Inst., Alfred			10	1	11
Agricultural & Technical Inst., Cobleskill			4		4
Agricultural & Technical Inst., Delhi			1		1
Agricultural & Technical Inst., Farmingdale			13		13
College for Teachers, Albany		2	2	1	3
College for Teachers, Buffalo	1	2	2	1	3
Coll. of Agriculture, Ithaca (Affiliated with Cornell Univ.)	8	18			
Coll. of Forestry, Syracuse	4	3	6		6
Coll. of Home Economics, Ithaca (Affiliated with Cornell Univ.)	1	3			
Downstate Medical Center, New York	24	10			
Harpur Coll., Endicott	1		2		2
Maritime Coll., Fort Schuyler			3		3
School of Industrial & Labor Relations, Ithaca (Affiliated with Cornell Univ.)	2	2			
Teachers Coll., Cortland			1		1
Teachers Coll., Fredonia		2	1		1
Teachers Coll., Geneseo					18
Teachers Coll., New Paltz				4	5
Teachers Coll., Oswego		3			
Teachers Coll., Plattsburg			2	1	3
Teachers Coll., Potsdam			3		3
Upstate Medical Center, Syracuse	2	2		5	5
Veterinary Coll., Ithaca (Affiliated with Cornell Univ.)	1				
Syracuse Univ., Syracuse	3	8	64	122	206
Tagaste Sem., Suffern				7	7
Union Coll. & Univ. (Total)	1	1	13	3	20
Albany Campus	1	1		2	2
Schenectady Campus			13	1	18
Union Theo. Sem., New York	3			88	89
United States Merchant Marine Acad., Kings Point		1	4		4
United States Military Acad., West Point		6	12		12
Ursuline Acad., New York				1	1
Vassar Coll., Poughkeepsie	2	7	21	1	22
Wagner Memorial Lutheran Coll., Staten Island			14		14
Watchtower Bible School, South Lansing					18
Wells Coll., Aurora	1	1	1		3
Westchester Community Coll., White Plains			2		2
Yeshiva Univ., New York (Total)			25	11	36
Albert Einstein Coll. of Medicine				3	3
Yeshiva Univ.			25	8	33
NORTH CAROLINA	33	25	344	185	586
Agricultural and Technical Coll., Greensboro		2	24	1	25
Asheville Biltmore Coll., Asheville			1		3
Atlantic Christian Coll., Wilson			4		4
Belmont Abbey Coll., Belmont			3		3
Bennett Coll., Greensboro			13		13
Brevard Coll., Brevard			9		9
Campbell Coll., Buies Creek	1		6		6
Catawba Coll., Salisbury			3		3
Davidson Coll., Davidson			5		7
Duke Univ., Durham	2	7	25	58	86
East Carolina Coll., Greenville			2	1	5
Elon Coll., Elon			11		11

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Flora MacDonald Coll., Red Springs			5		5
Greensboro Coll., Greensboro			2		2
Guilford Coll., Guilford		1	15		15
High Point Coll., High Point			9		9
Johnson C. Smith Univ., Charlotte			5	3	8
Lenoir Rhyne Coll., Hickory			5		5
Livingstone Coll., Salisbury			4		4
Mars Hill Coll., Mars Hill			8		8
Meredith Coll., Raleigh			2		2
Montreat Coll., Montreat			5		5
Mountain Sanitarium & Hosp., Fletcher			1		1
North Carolina Coll. at Durham, Durham			1		4
North Carolina, Univ. of (Total)	29	13	62	122	224
North Carolina, Univ. of, Chapel Hill	11	7	19	73	109
State Coll. of Agriculture & Engineering, Raleigh	17	3	41	48	107
Woman's Coll., Greensboro	1	3	2	1	8
Pfeiffer Coll., Misenheimer			5		5
Pineland Jr. Coll. & Edward's Military Inst., Salemburg			1		1
Presbyterian Jr. Coll. for Men, Maxton			13		13
Queens Coll., Charlotte			2		2
Sacred Heart Jr. Coll., Belmont			15		15
St. Augustine's Coll., Raleigh	1		1		1
Salem Coll., Winston-Salem			2		5
Shaw Univ., Raleigh			4		4
Southeastern Baptist Theo. Sem., Wake Forest			1		1
Wake Forest Coll., Winston-Salem		2	6		8
Warren Wilson Coll., Swannanoa			48		48
Wilmington Coll., Wilmington			2		2
Wingate Coll., Wingate			14		14
NORTH DAKOTA	1	1	108	16	124
Jamestown Coll., Jamestown			1		1
North Dakota Agricultural Coll., Fargo			12	6	18
North Dakota School of Forestry, Bottineau			2		2
North Dakota State School of Science, Wahpeton			1		1
North Dakota, Univ. of, Grand Forks	1	1	87	9	96
St. Andrew's Hosp., Bottineau			4		4
State Teachers Coll., Minot				1	1
State Teachers Coll., Valley City			1		1
OHIO	54	42	753	492	1,338
Akron, Univ. of, Akron			6	1	8
Antioch Coll., Yellow Springs	1		13		14
Ashland Coll., Ashland			3		6
Baldwin Wallace Coll., Berea		1	11		12
Bluffton Coll., Bluffton			8		9
Bowling Green State Univ., Bowling Green	1	1	17	3	20
Capital Univ., Columbus			6	1	7
Case Inst. of Technology, Cleveland			24	27	51
Central State Coll., Wilberforce			28		29
Cincinnati Bible Sem., Cincinnati			1		1
Cincinnati Coll. of Embalming, Cincinnati			3		3
Cincinnati, Univ. of, Cincinnati	8	4	23	50	81
Cleveland Inst. of Art, Cleveland			3		3
Cleveland Inst. of Music, Cleveland			2	1	3
College-Conservatory of Music, Cincinnati			6	2	9
Dayton, Univ. of, Dayton			31		31
Denison Univ., Granville			8		8
Fenn Coll., Cleveland			7		7
God's Bible School Coll., Cincinnati			5		5
Grailville Inst., Loveland			25	1	26
Hebrew Union Coll., Cincinnati				8	8
Heidelberg Coll., Tiffin			6		6
Hiram Coll., Hiram		2	4		5
Institutum Divi Thomae, Cincinnati				7	7
John Carroll Univ., Cleveland	1	1	3	8	11
Kent State Univ., Kent	1	2	29	21	52
Kenyon Coll., Gambier	1		3	1	4
Lake Erie Coll., Painesville	2	1			
Malone Coll., Cleveland			1		2
Marietta Coll., Marietta			8		8

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Mary Manse Coll., Toledo			4		5
Miami Univ., Oxford			47	36	94
Mt. Union Coll., Alliance		2			
Mt. St. Mary of the West Sem., Cincinnati			5	4	9
Muskingum Coll., New Concord			10		10
Notre Dame Coll., South Euclid			1		1
Oberlin Coll., Oberlin	3	8	16	16	35
Ohio Coll. of Chiropody, Cleveland				2	2
Ohio Northern Univ., Ada			16		16
Ohio State Univ., Columbus	21	16	129	211	377
Ohio Univ., Athens			34	15	49
Ohio Wesleyan Univ., Delaware		1	21	1	24
Otterbein Coll., Westerville	1		4		5
Our Lady of Cincinnati Coll., Cincinnati			2		2
Rio Grande Coll., Rio Grande			2		2
SS. Peter and Paul Mission Sem., Newark			3	1	4
St. John's Coll., Cleveland			1		1
St. Mary of the Springs Coll., Columbus			1		1
St. Stanislaus Sem., Cleveland				6	6
Steubenville, Coll. of, Steubenville			3		3
Toledo, Univ. of, Toledo			40	4	44
U. S. A. F. Inst. of Technology, Wright Patterson Air Force Base				6	6
United Theo. Sem., Dayton				3	3
Ursuline Coll., Cleveland			3		3
Western Coll. for Women, Oxford	3		25		28
Western Reserve Univ., Cleveland	11	2	21	54	76
Wilberforce Univ., Wilberforce			17		17
Wilmington Coll., Wilmington			20	1	24
Wittenberg Coll., Springfield			6	1	16
Wooster, Coll. of, Wooster		1	18		19
Xavier Univ., Cincinnati			5		5
Youngstown Univ., Youngstown			15		15
OKLAHOMA	7	21	504	104	635
Bacone Coll., Bacone			5		5
Benedictine Heights Coll., Guthrie			4		4
Bethany Nazarene Coll., Bethany			3		3
Central Christian Coll., Bartlesville			1		1
Central State Coll., Edmond			9		9
Connors State Agricultural Coll., Warner			1		1
East Central State Coll., Ada			3		3
Eastern Oklahoma A. & M. Coll., Wilburton			19		19
Enid Business Coll., Enid			1		1
Langston Univ., Langston			3		3
Northeastern Oklahoma A. & M. Coll., Miami			45		45
Northern Oklahoma Jr. Coll., Tonkawa			5		5
Oklahoma Baptist Univ., Shawnee	1		22		22
Oklahoma City Univ., Oklahoma City			17		17
Oklahoma Coll. for Women, Chickasha			5		5
Oklahoma Univ. of (Total)	5	9	129	24	163
Norman Campus	5	9	129	20	159
Oklahoma City Campus				4	4
Oklahoma State Univ., Stillwater		10	125	65	206
Panhandle A. & M. Coll., Goodwell			2		2
Phillips Univ., Enid	1	1	17	2	19
St. Gregory's Coll., Shawnee			2		2
Southeastern State Coll., Durant			16		16
Southwestern State Coll., Weatherford			1		1
Tulsa, Univ. of, Tulsa		1	69	13	83
OREGON	24	35	321	171	531
Cascade Coll., Portland			11		12
Eastern Oregon Coll., Le Grande			2		2
Emanuel Hosp., Portland			1		1
Lewis & Clark Coll., Portland			13	2	15
Linfield Coll., McMinnville			7	2	9
Marylhurst Coll., Marylhurst			2		2
Mt. Angel Sem., St. Benedict				1	1
Mt. Angel Women's Coll., Mt. Angel			4	1	5
Multnomah Coll., Portland			6		6
Multnomah School of the Bible, Portland			10	3	13

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Northwest Christian Coll., Eugene			2		2
Oregon State Coll., Corvallis	20	21	100	83	200
Oregon, Univ. of (Total)	1	11	90	70	179
Eugene Campus	1	10	84	63	165
Portland Campus		1	6	7	14
Pacific Bible Coll., Portland			4		4
Pacific Univ., Forest Grove			10	5	15
Portland Sanitarium, Portland (Affiliated with Walla Walla Coll., Washington)			15	1	16
Portland State Coll., Portland	2		11		11
Portland, Univ. of, Portland			11		11
Reed Coll., Portland	1	1	8	1	10
Southern Oregon Coll. of Education, Ashland		2	6		6
Western Baptist Theo. Sem., Portland				2	2
Western States Coll. of Chiropractic, Portland			6		6
Willamette Univ., Salem			2		3
PENNSYLVANIA	129	93	811	604	1,490
Acad. of the New Church, Bryn Athyn			11		11
Acad. of Vocal Arts, Philadelphia					2
Albert Einstein Medical Center, Philadelphia			1		2
Albright Coll., Reading			3		3
Allegheny Coll., Meadville	1	2	6		7
Art Inst. of Pittsburgh, Pittsburgh					2
Baptist Inst. for Christian Workers, Bryn Mawr			2		2
Beaver Coll., Jenkintown			11		11
Bryn Mawr Coll., Bryn Mawr	1	1	14	21	40
Bucknell Univ., Lewisburg	1	1	5	6	11
Carnegie Inst. of Technology, Pittsburgh	6	9	33	136	174
Cedar Crest Coll., Allentown			3		3
Chatham Coll., Pittsburgh		2	4	1	5
Chestnut Hill Coll., Philadelphia			6		6
Columbia Inst.-Taylor School, Philadelphia			3		3
Crozer Theo. Sem., Chester	1	1		1	1
Curtis Inst. of Music, Philadelphia			17		17
Dickinson Coll., Carlisle	1	1	11		12
Divinity School of the Protestant Episcopal Church, Philadelphia				1	1
Drexel Inst. of Technology, Philadelphia	7		33	19	52
Dropsie Coll., Philadelphia				9	9
Duquesne Univ., Pittsburgh		1	15	17	32
Eastern Baptist Coll., St. Davids			2		2
Eastern Baptist Theo. Sem., Philadelphia				7	7
Eastern Bible Inst., Greenlake			2		2
Eastern Pilgrim Coll., Allentown			3		3
Elizabethtown Coll., Elizabethtown			4		4
Faith Theo. Sem., Philadelphia			2	3	5
Franklin & Marshall Coll., Lancaster		1	5		5
Gannon Coll., Erie			2		2
Geneva Coll., Beaver Falls			2	2	4
Germantown Dispensary & Hosp., Philadelphia			2		2
Gettysburg Coll., Gettysburg			11		11
Grove City Coll., Grove City			9		9
Gwynedd Mercy Jr. Coll., Gwynedd Valley			5		5
Hahnemann Medical Coll. & Hosp., Philadelphia				4	4
Harcum Jr. Coll., Bryn Mawr	1		2		2
Haverford Coll., Haverford	2	2	4		5
Holy Family Coll., Philadelphia			4		4
Immaculata Coll., Immaculata			4		4
Jefferson Medical Coll. & Hosp., Philadelphia				1	1
Juniata Coll., Huntingdon			8		8
Keystone Jr. Coll., La Plume			5		5
Kings Coll., Wilkes-Barre			4		4
Lafayette Coll., Easton		4	23		23
La Salle Coll., Philadelphia			14		14
Lancaster Theo. Sem., Lancaster				3	3
Lebanon Valley Coll., Annville			3	1	4

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Lehigh Univ., Bethlehem			18	55	73
Levitan School of Business, Philadelphia			2		2
Lincoln Univ., Lincoln			38	3	42
Linden Hall Jr. Coll., Lititz			1		1
Lutheran Theo. Sem., Gettysburg			1	1	2
Lutheran Theo. Sem., Philadelphia				2	2
Lycoming Coll., Williamsport			2		2
Manor Coll., Philadelphia			1		1
Mary Immaculate Sem., Northampton				1	1
Marywood Coll., Scranton			6	1	7
Medical Mission Sisters, Philadelphia				5	5
Mercyhurst Coll., Erie			1		1
Messiah Bible Coll., Grantham			8	1	9
Misericordia Coll., Dallas			6		7
Moore Inst. of Art, Science & Industry, Philadelphia			3		3
Moravian Coll., Bethlehem			12	2	14
Mt. Aloysius Jr. Coll., Cresson			13		13
Mt. Mercy Coll., Pittsburgh			8		8
Muhlenberg Coll., Allentown			3		3
National Agricultural Coll., Doylestown			12		12
New Tribes Inst., Jersey Shore			6		6
Peirce School of Business Administration, Philadelphia			28		28
Pendle Hill., Wallingford				6	7
Penn Hall Jr. Coll., Chambersburg			2		2
Pennsylvania Hosp., Philadelphia			1		1
Pennsylvania Military Coll., Chester			18		18
Pennsylvania State Coll. of Optometry, Philadelphia			1		1
Pennsylvania State Univ., University Park			28	88	134
Pennsylvania, Univ. of, Philadelphia	71	27	21	94	122
Philadelphia Bible Inst., Philadelphia			6		6
Philadelphia Coll. of Pharmacy, Philadelphia			11	5	16
Philadelphia Conservatory of Music, Philadelphia			2		2
Philadelphia Musical Acad., Philadelphia			3	1	4
Philadelphia Textile Inst., Philadelphia	1		97		98
Philadelphia Wireless Technical Inst., Philadelphia			4		4
Pittsburgh Bible Inst., Pittsburgh			1		1
Pittsburgh, Univ. of, Pittsburgh	35	31	43	62	122
Pittsburgh Xenia Theo. Sem., Pittsburgh		2		5	5
Presbyterian Hosp., Philadelphia			3		3
St. Francis Coll., Loretto	1		3		3
St. Mary's Manor Apostolic School, Penndel			1		1
St. Paul's Monastery School, Pittsburgh			4		4
St. Vincent Coll., Latrobe			11		11
Scranton, Univ. of, Scranton			3		3
Seton Hill Coll., Greensburg		2	4		4
State Teachers Coll., Indiana			4		4
State Teachers Coll., Millersville			1		1
Susquehanna Univ., Selinsgrove			1		2
Swarthmore Coll., Swarthmore		3	26		29
Theil Coll., Greenville			4		7
Ursinus Coll., Collegeville			4		5
Villa Maria Coll., Erie			5		5
Villanova Univ., Villanova			17	1	19
Washington & Jefferson Coll., Washington			7		8
Western Theo. Sem., Pittsburgh		1		1	1
Westinghouse Graduate Training School, Pittsburgh				17	17
Westminster Coll., New Wilmington			2		2
Westminster Theo. Sem., Chestnut Hill				15	15
White Fathers Sem., Franklin			1		1
Wilkes Coll., Wilkes-Barre		2			
Wilson Coll., Chambersburg			3		3
Women's Medical Coll. of Pennsylvania, Philadelphia				6	7
York Coll., York			2		2

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
RHODE ISLAND	23	15	96	81	183
Brown Univ., Providence	22	9	20	67	90
Bryant Coll., Providence			17		17
Katherine Gibbs Secretarial School, Providence			1		1
Providence Barrington Bible Coll., Providence			12		13
Providence Coll., Providence			6		6
Rhode Island Coll. of Education, Providence		1	3		3
Rhode Island Hosp., Providence			1		1
Rhode Island School of Design, Providence			6		8
Rhode Island, Univ. of, Kingston	1	5	6	14	20
Salve Regina Coll., Newport			6		6
Zion Bible Inst., East Providence			18		18
SOUTH CAROLINA	5	3	136	41	186
Allen Univ., Columbia			8		8
Anderson Coll., Anderson			1		1
Benedict Coll., Columbia			5		5
Bob Jones Univ., Greenville			41	7	49
Charleston, Coll. of, Charleston	1				
Citadel, The, (Military Coll. of South Carolina) Charleston			5		5
Clemson Coll., Clemson		1	19	1	26
Coker Coll., Hartsville			2		2
Columbia Bible Coll., Columbia			11	5	16
Converse Coll., Spartanburg					2
Erskine Coll., Due West			1		1
Furman Univ., Greenville			10		10
Holmes Bible Coll., Greenville			3		3
Limestone Coll., Gaffney			1		1
Presbyterian Coll., Clinton			4		4
South Carolina State Coll., Orangeburg				1	1
South Carolina, Univ. of, Columbia	4	1	18	27	45
Spartanburg Coll., Spartanburg			1		1
Winthrop Coll., Rock Hill		1	6		6
SOUTH DAKOTA	1	1	61	19	81
Augustana Coll., Sioux Falls			2		2
Black Hills Teachers Coll., Spearfish			4		4
Dakota Wesleyan Univ., Mitchell	1				
Freeman Coll., Freeman			1		1
Huron Coll., Huron			2		2
North American Baptist Sem., Sioux Falls			2	7	9
Northern State Teachers Coll., Aberdeen			3		3
Presentation Jr. Coll., Aberdeen			2		2
Sioux Falls Coll., Sioux Falls			6		6
South Dakota School of Mines, Rapid City			7		7
South Dakota State Coll. of A. & M., Brookings			20	9	30
South Dakota, Univ. of, Vermillion			5	3	8
Southern State Teachers Coll., Springfield			2		2
Wessington Springs Coll., Wessington Springs			1		1
Yankton Coll., Yankton		1	4		4
TENNESSEE	4	34	276	108	433
American Baptist Theo. Sem., Nashville			7		7
Austin Peay State Coll., Nashville			2		2
Belmont Coll., Nashville			1		1
Carson Newman Coll., Jefferson City			3		3
Chattanooga, Univ. of, Chattanooga			16		17
Christian Brothers Coll., Memphis			8		8
Draughon's Business Coll., Memphis			1		1
East Tennessee State Coll., Johnson City		1	20		20
Edmundson School of Business, Chattanooga			1		1
Fisk Univ., Nashville			18	7	25
Freed Hardeman Coll., Henderson			10		10
George Peabody Coll. for Teachers, Nashville			12	48	76

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Hiwasee Coll., Madisonville			10		10
Johnson Bible Coll., Kimberlin Heights			1		1
King Coll., Bristol			15	1	16
Lambuth Coll., Jackson			5		5
Lane Coll., Jackson			1		1
Lee Coll., Cleveland			2		2
Lemoyne Coll., Memphis	1				
Lincoln Memorial Univ., Harrogate			2		2
Madison Coll., Madison College			16	2	21
Martin Coll., Pulaski			1		1
Maryville Coll., Maryville			11		11
Meharry Medical Coll., Nashville			1	8	9
Memphis State Univ., Memphis			6		6
Middle Tennessee State Coll., Murfreesboro			3		3
Milligan Coll., Milligan College			1		1
Nashville Auto Diesel Coll., Nashville			1		1
Scarritt Coll. for Christian Workers, Nashville		1	6	4	18
Siena Coll., Memphis			8		9
South, Univ. of the, Sewanee			3		3
Southern Missionary Coll., Collegedale			10		11
Southwestern at Memphis, Memphis		1	5		5
Tennessee A. & M. State Coll., Nashville			7	1	9
Tennessee Polytechnic Inst., Cookeville			14		14
Tennessee, Univ. of (Total)	2	28	2	7	10
Knoxville Campus			2	3	5
Memphis Campus				4	5
Tennessee Wesleyan Coll., Athens			7		7
Trevecca Nazarene Coll., Nashville			1		1
Tusculum Coll., Greenville			12		12
Union Univ., Jackson			2		2
Vanderbilt Univ., Nashville	1	3	18	30	64
William Jennings Bryan Univ., Dayton			3		3
Zion Coll., Chattanooga			3		4
TEXAS	40	31	1,018	431	1,543
Abilene Christian Coll., Abilene			22		23
Amarillo Coll., Amarillo			1		1
Austin Coll., Sherman	1	1	6		6
Austin Presbyterian Theo. Sem., Austin				5	6
Baylor Univ. (Total)		1	27	23	50
Houston Campus				8	8
Waco Campus		1	27	15	42
Bible Baptist Sem., Fort Worth			1	1	2
Bishop Coll., Marshall		1	2		2
Blinn Coll., Brenham			2		2
Dallas Bible Inst., Dallas			6		8
Dallas Christian Coll., Dallas			1		1
Dallas Theo. Sem. & Graduate School of Theology, Dallas			6	12	18
Decatur Baptist Coll., Decatur			3		3
Del Mar Coll., Corpus Christi			5		5
De Mazenod Scholasticate, San Antonio			3	2	5
East Texas Baptist Coll., Marshall			8		8
East Texas State Teachers Coll., Commerce			5		6
Hardin Simmons Univ., Abilene	1		7	2	9
Houston, Univ. of., Houston	2	2	106	25	133
Houston Tillotson Coll., Austin			8		8
Incarnate Word Coll., San Antonio	1		20		20
Jarvis Christian Coll., Hawkins			1		1
Lamar State Coll. of Technology, Beaumont	4		18		18
Letourneau Technical Inst. of Texas, Longview			15		15
Lon Morris Coll., Jacksonville			1		1
Mary Hardin Baylor Coll., Belton			18		19
McMurry Coll., Abilene			10		10
Midwestern Univ., Wichita Falls			4		4
North Texas State Coll., Denton			8	5	13
Our Lady of the Lake Coll., San Antonio			12	2	25
Paris Jr. Coll., Paris			5		5
Ranger Jr. Coll., Ranger			1		1
Rice Inst., Houston	11	4	3	13	16
Roger Bacon Coll., El Paso			29		29

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Sacred Heart Dominican Coll., Houston			2		2
St. Anthony's Sem., El Paso			11		11
St. Edward's Univ., Austin			12		12
Sam Houston State Teachers Coll., Huntsville			12	1	13
San Antonio Coll., San Antonio			14		14
Schreiner Inst,. Kerrville			4		4
Southern Methodist Univ., Dallas			29	57	86
Southwest Texas Jr. Coll., Uvalde			4		4
Southwestern Baptist Theo. Sem., Fort Worth				41	41
Southwestern Bible Inst., Waxahachie			4		4
Southwestern Christian Coll., Terrell			3		3
Southwestern Jr. Coll., Keene			4		4
Southwestern Univ., Georgetown			12	1	13
Sul Ross State Coll., Alpine		1			
Texas A. & M. College System (Total)	7	8	127	41	193
A. & M. Coll. of Texas, College Station	7	8	81	41	145
Arlington State Coll., Arlington			7		7
Prairie View A. & M. Coll., Prairie View			15		17
Tarleton State Coll., Stephenville			24		24
Texas Chiropractic Coll., San Antonio			1		1
Texas Christian Univ., Fort Worth	1	1	19	4	23
Texas Coll. of Arts & Industries, Kingsville		1	20	1	24
Texas Lutheran Coll., Seguin	1		1		1
Texas Southern Univ., Houston			3		3
Texas Southmost Coll., Brownsville			4	1	28
Texas Technological Coll., Lubbock	5	2	30	4	34
Texas Univ. for Women, Denton			16	5	23
Texas, Univ. of (Total)	6	9	294	180	496
Austin Campus	6	8	235	170	427
Galveston Campus				10	10
Texas Western Coll., El Paso		1	59		59
Texas Wesleyan Coll., Fort Worth			3		3
Trinity Univ., San Antonio			13	4	17
Tyler Jr. Coll., Tyler			3		3
Wayland Baptist Coll., Plainview			6		6
West Texas State Coll., Canyon			2	1	3
Wiley Coll., Marshall			1		1
UTAH	1	17	409	59	491
Brigham Young Univ., Provo			267	9	284
Carbon Coll., Price			1		1
L.D.S. Business Coll., Salt Lake City			4		4
St. Mary-of-the-Wasatch Coll., Salt Lake City			4		4
Utah State Univ. (Total)	1	7	95	27	136
Snow Coll., Ephraim			2		2
Southern Utah, Coll. of, Cedar City			2		2
Utah State Univ., Logan	1	7	91	27	132
Utah, Univ. of, Salt Lake City		10	30	23	54
Weber Coll., Ogden			4		4
Westminster Coll., Salt Lake City			4		4
VERMONT	5	3	79	10	130
Bennington Coll., Bennington		1	6		7
Middlebury Coll., Middlebury	5	2	21		22
Putney Graduate School of Teacher Education, Putney				1	1
St. Michael's Coll., Winooski			21		60
State Teachers Coll., Castleton			1		1
Trinity Coll., Burlington			14		14
Vermont, Univ. of, & State Agricultural Coll., Burlington			16	8	24
Windham Coll., Putney				1	1
VIRGINIA	18	17	218	90	325
Averett Coll., Danville			11		11
Bridgewater Coll., Bridgewater			2		2
Eastern Mennonite Coll., Harrisonburg		1	13	1	14
Emory & Henry Coll., Emory			4		4
Ferrum Jr. Coll., Ferrum			1		1
General Assembly's Training School for Lay Workers, Richmond			1	4	8
Hampton Inst., Hampton	2	1	14		14

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
Hollins Coll., Hollins	1	3	3		4
Longwood Coll., Farmville	3		1		3
Lynchburg Coll., Lynchburg			5		6
Madison Coll., Harrisonburg			4		4
Marion Coll., Marion			2		2
Mary Baldwin Coll., Staunton			3		3
Mary Mount Jr. Coll., Arlington			3		3
Medical Coll. of Virginia, Richmond	8		2	3	5
National Business Coll., Roanoke			22	1	23
Randolph Macon Coll., Ashland			8		8
Randolph Macon Woman's Coll., Lynchburg		1			
Richmond, Univ. of (Total)			8		9
Richmond Coll.			3		3
Westhampton Coll.			5		6
Roanoke Coll., Salem			7		7
Shenandoah Coll. & Conservatory of Music, Dayton			11		11
Stratford Coll., Danville			2		2
Sullins Coll., Bristol			2		2
Sweet Briar Coll., Sweet Briar			1		6
Union Theo. Sem., Richmond		1		4	4
Virginia Intermont Coll., Bristol			4		4
Virginia Military Inst., Lexington			14		14
Virginia Polytechnic Inst. (Total)	1		24	41	66
Radford Coll., Radford			2		2
Virginia Polytechnic Inst., Blacksburg			22	41	64
Virginia State Coll., Petersburg		1			
Virginia Theo. Sem., Alexandria					2
Virginia, Univ. of (Total)	1	6	29	34	63
Mary Washington Coll., Fredericksburg			1		1
Virginia, Univ. of, Charlottesville	1	6	28	34	62
Washington & Lee Univ., Lexington	1	1	4		4
William & Mary, Coll. of (Total)	1	2	13	2	16
Norfolk Campus			7		8
Richmond Campus			5		5
Williamsburg Campus	1	2	1	2	3
WASHINGTON	**23**	**28**	**675**	**277**	**994**
Auerwald's Accounting & Secretarial School, Seattle			1		1
Centralia Jr. Coll., Centralia			1		1
Clark Coll., Vancouver			1		1
Eastern Washington Coll. of Education, Cheney			7		8
Gonzaga Univ., Spokane	2		62	2	64
Grays Harbor Coll., Aberdeen			2		2
Holy Name Coll., Spokane			3		3
Lower Columbia Jr. Coll., Longview		1			
Lutheran Bible Inst., Seattle			5		5
Northwest Bible Coll., Seattle			13		13
Olympic Coll., Bremerton			6		6
Pacific Lutheran Coll., Parkland			16		16
Puget Sound, Coll. of, Tacoma			7		7
Sacred Heart Hosp., Spokane			3		3
St. Joseph's Hosp., Bellingham			3		3
Seattle Pacific Coll., Seattle			52		62
Seattle Univ., Seattle			59	1	60
Skagit Valley Coll., Mt. Vernon			1		1
State Coll. of Washington, Pullman	15	10	79	34	129
Walla Walla Coll., College Place			73	5	78
Washington, Univ. of, Seattle	5	15	213	235	462
Western Washington Coll. of Education, Bellingham			41		41
Whitman Coll., Walla Walla		1	10		10
Whitworth Coll., Spokane			13		14
Yakima Valley Jr. Coll., Yakima	1	1	4		4
WEST VIRGINIA	**1**	**3**	**74**	**19**	**97**
Alderson Broaddus Coll., Philippi			1		1
Bethany Coll., Bethany			5		7
Concord Coll., Athens			5		5
Davis & Elkins Coll., Elkins			10		10
Greenbrier Coll., Lewisburg			4		4
Marshall Coll., Huntington		1	4		4
St. Mary's School of Nursing, Huntington			8		8

	FACULTY MEMBERS		STUDENTS		
	Foreign	U.S.	U	G	T
West Liberty State Coll., West Liberty			3		3
West Virginia Inst. of Technology, Montgomery			2		[illegible]
West Virginia State Coll., Institute		1	10		10
West Virginia Univ., Morgantown	1	1	11	19	31
West Virginia Wesleyan Coll., Buckhannon			11		12
WISCONSIN	**65**	**38**	**401**	**507**	**976**
Allis Chalmers Manufacturing Co., Milwaukee					7
Alverno Coll., Milwaukee			1		2
Beloit Coll., Beloit		1	19		19
Cardinal Stritch Coll., Milwaukee			2		2
Carroll Coll., Waukesha			1		1
Concordia Coll., Milwaukee			2		2
Dominican Coll., Racine			1		1
Edgewood Coll. of the Sacred Heart, Madison			4		4
Immaculate Conception Sem., Oconomowoc			7		7
Inst. of Paper Chemistry, Appleton	1			2	2
Lakeland Coll., Sheboygan	1		2		2
Lawrence Coll., Appleton			7		9
Marquette Univ., Milwaukee			42	41	85
Milwaukee Downer Coll., Milwaukee			4		4
Milwaukee School of Engineers, Milwaukee			33	1	36
Mt. Mary Coll., Milwaukee			1		2
New Tribes Inst., Fredonia			6		6
Northland Coll., Ashland			2		2
Ripon Coll., Ripon			5		5
Sacred Heart Monastery, Hales Corners			1		1
St. Mary's Hosp., Milwaukee			1		1
St. Norbert Coll., West De Pere	1		1		1
Spencerian Coll., Milwaukee			4		4
Stout State Coll., Menomonie		1	5		15
Wisconsin Inst. of Technology, Platteville			30		30
Wisconsin State Coll., Eau Claire		2	3		4
Wisconsin State Coll., La Crosse			4		4
Wisconsin State Coll., Oshkosh		1	2		2
Wisconsin State Coll., Platteville			3		3
Wisconsin State Coll., River Falls			13		13
Wisconsin State Coll., Stevens Point			11		11
Wisconsin State Coll., Superior		1	2		2
Wisconsin State Coll., Whitewater		1	2		2
Wisconsin, Univ. of (Total)	58	31	180	463	685
Madison Campus	58	31	167	460	664
Milwaukee Campus			13	3	21
Yerkes Observatory, Williams Bay (Affiliated with the Univ. of Chicago)	4				
WYOMING		**6**	**46**	**5**	**52**
Goshen County Community Coll., Torrington			1		1
Wyoming, Univ. of, Laramie		6	45	5	51
ALASKA	**1**		**5**	**2**	**7**
Alaska, Univ. of, College	1		5	2	7
CANAL ZONE			**23**		**23**
Canal Zone Jr. Coll., Balboa Heights			23		23
HAWAII	**8**	**5**	**90**	**22**	**115**
Cannon's School of Business, Honolulu			2		3
Hawaii, Univ. of, Honolulu	8	5	62	20	83
Honolulu Business Coll., Honolulu			9		9
Jackson Coll., Honolulu			13	2	16
Mauneolu Community Coll., Paia Maui			4		4
PUERTO RICO	**23**	**24**	**4**	**11**	**53**
Catholic Univ. of Puerto Rico, Ponce	1				1
Inter-American Univ. of Puerto Rico, San German		2		11	12
Puerto Rico, Univ. of, Rio Piedras	22	21	2		38
Sacred Heart, Coll. of the, Santurce		1	2		2

TABLE II

FOREIGN INSTITUTIONS REPORTING U. S. STUDENTS, 1956-1957

Total ..... **12,845 U.S. Students**

ARGENTINA		14
National University of Tucumán		3
University of Buenos Aires		11
Faculty of Architecture and City Planning	1	
Faculty of Economic Sciences	1	
Faculty of Law and Social Sciences	5	
Faculty of Medical Sciences	4	
AUSTRALIA		51
Australian National University, Canberra		6
New South Wales State Conservatorium of Music, Sydney		2
New South Wales University of Technology, Sydney		3
University of Adelaide		2
University of Melbourne		10
University of New England, Armidale		1
University of Queensland		3
University of Sydney		23
University of Tasmania, Hobart		1
AUSTRIA		338
Academy of Applied Arts, Vienna		6
Academy of Fine Arts, Vienna		5
Academy of Music and Dramatic Art, Vienna		120
Institute of International Trade and Commerce, Vienna		4
Institute of Technology, Graz		3
Institute of Technology, Vienna		5
University of Graz		11
University of Innsbruck		87
University of Vienna		97
Veterinary Institute	3	
BELGIUM		286
Catholic University of Louvain		182
College of Europe, Brussels		2
Institute of Tropical Medicine, Antwerp		17
Royal Academy of Fine Arts, Antwerp		3
Royal Conservatory of Music, Brussels		6
University of Brussels		52
University of Ghent		12
University of Liège		12
BRAZIL		10
Mackenzie Institute, São Paulo		9
Pontifical Catholic University of Rio de Janeiro		1
CANADA		1,797
Acadia University, Wolfville, Nova Scotia		14
Alma College		2
Assumption College, Windsor, Ontario		78
Bishop's University, Lennoxville, Quebec		5
Carleton University, Ottawa, Ontario		9
College of Montreal		5
College Sainte-Anne, Church Point, Nova Scotia		1
Dalhousie University, Halifax, Nova Scotia		31
Laval University, Quebec, P.Q.		48
Loyola College, Montreal, Quebec		11
McGill University, Montreal, Quebec		442
McMaster University, Hamilton, Ontario		4
Memorial University of Newfoundland, St. John's, Newfoundland		5
Mount Allison University, Sackville, New Brunswick		12
Mount St. Vincent College, Halifax, Nova Scotia		85
Nova Scotia Technical College, Halifax		2
Ontario Veterinary College, Guelph, Ontario		11
Pontifical University of Mediaeval Studies, Toronto, Ontario		46
Queen's University, Kingston, Ontario		43
St. Dunstan's College, Charlottetown, Prince Edward Island		11
St. Jerome's College, Kitchener, Ontario		93
St. Joseph's University, St. Joseph, New Brunswick		12
St. Mary's University, Halifax, Nova Scotia		10
St. Peter's Seminary, London, Ontario		2
St. Thomas College, Chatham, New Brunswick		10
Seminary of Joliette, Quebec, P.Q.		8
Seminary of St. Charles Borromée, Sherbrooke, Quebec		38
Seminary of St. Hyacinthe, St. Hyacinthe, Quebec		30
Sir George Williams College, Montreal, Quebec		10
United College, Winnipeg, Manitoba		1
University of Alberta, Edmonton		5
University of British Columbia, Vancouver		96
University of Manitoba, Winnipeg		7
University of Montreal		94
University of New Brunswick, Fredericton		17
University of Ottawa		115
St. Patrick's College	11	
University of St. Francis Xavier, Antigonish, Nova Scotia		105
University of Saskatchewan, Saskatoon		6
University of Toronto		242
University of Western Ontario		31
CEYLON: University of Ceylon, Peradeniya		4
CHILE		5
University of Chile, Santiago		4
University of Concepción		1
COLOMBIA: National University of Colombia, Bogotá		3
CUBA		24
Catholic University of St. Thomas de Villanueva, Havana		7
Havana Business University		4
University of Havana		13
DENMARK		43
Carlsberg Laboratory, Copenhagen		16
Folk Highschool, Birkerod		3
International People's College, Elsinore		6
Royal Academy of Fine Arts, Copenhagen		6
Technical Society Schools, Copenhagen		3
Technical University of Denmark		1
University of Aarhus		1
University of Copenhagen		7
DOMINICAN REPUBLIC: University of Santo Domingo, Ciudad Trujillo		12
ECUADOR: Central University of Ecuador, Quito		2

EGYPT 37
American University, Cairo 36
Ein Shams University, Cairo 1

FINLAND 16
School of Industrial Art, Helsinki 2
Sibelius Academy of Music, Helsinki 3
University of Helsinki 11

FRANCE 1,252
Cesar Franck School, Paris 2
Ecoles de la Chambre Syndicale de la Couture Parisienne, Paris 9
Ecole du Louvre, Paris 116
Faculty of Protestant Theology, Montpellier 2
Faculty of Protestant Theology, Paris 2
Higher Normal School, Paris 2
Maurice Testard Academy, Paris 1
National School of Living Oriental Languages, Paris 16
National Veterinary School, Alfort 4
School of Higher Social Studies, Paris 8
University of Aix-Marseille 45
University of Besançon 17
University of Bordeaux 10
University of Caen 35
University of Dijon 13
University of Grenoble 64
University of Lille 7
University of Lyon 7
University of Montpellier 24
University of Nancy 9
University of Paris 798
- Faculty of Law 20
- Faculty of Letters 486
- Faculty of Medicine 31
- Institut Britannique 145
- Institute of Political Studies 115
- National Agronomical Institute 1

University of Poitiers 18
University of Rennes 3
University of Strasbourg 32
University of Toulouse 8

GERMANY 1,094
Academy of Fine Arts, Karlsruhe 3
Academy of Fine Arts, Munich 15
Academy of Fine Arts, Stuttgart 4
Bavarian State Conservatory of Music, Würzburg 10
Free University of Berlin 56
German Institute of Political Science, Berlin 11
Institute of Economics, Mannheim 1
Institute of Fine Arts, Berlin 9
Institute of Music, Baden 1
Institute of Music, Berlin 7
Institute of Music, Cologne 4
Institute of Music, Frankfurt 4
Institute of Music, Freiburg 17
Institute of Music, Hamburg 10
Institute of Music, Mannheim 4
Institute of Music, Munich 49
Institute of Music, Saarbrucken 1
Institute of Music, Stuttgart 18
Institute of Technology, Aachen 3
Institute of Technology, Braunschweig 1
Institute of Technology, Darmstadt 15
Institute of Technology, Hanover 2
Institute of Technology, Karlsruhe 4
Institute of Technology, Munich 16
Institute of Technology, Stuttgart 10
Technical University of Berlin 9
University of Bonn 58
University of Cologne 14
University of Erlangen 15
University of Frankfurt 49
University of Freiburg 39
University of Göttingen 50
University of Hamburg 36
University of Heidelberg 184
University of Kiel 8
University of Mainz 38
University of Marburg 22
University of Munich 249
University of Münster 14
University of the Saar 5
University of Tübingen 23
University of Würzburg 6

GHANA: University College of Ghana 1

GREECE 25
American School of Classical Studies, Athens 23
Conservatory of Athens 2

HONG KONG: University of Hong Kong 8

ICELAND: University of Iceland, Reykjavik 1

INDIA 23
Serampore College, Serampore, Bengal 1
Nagpur University 2
University of Baroda 1
University College of Arts and Commerce, Hyderabad 1
University of Allahabad 4
University of Delhi 7
University of Lucknow 1
University of Madras 2
University of Saugar 1
Visva-Bharati University, Santine Ketan, Bengal 3

IRAN: University of Teheran 1

IRELAND 84
National University of Ireland 55
- St. Patrick's College, Maynooth, Kildare 7
- University College, Cork 13
- University College, Dublin 19
- University College, Galway 16

Royal College of Surgeons, Dublin 4
University of Dublin (Trinity College) 25

ISRAEL 77
Bar Ilan University 6
Hebrew University, Jerusalem 53
Israel Institute of Technology 5
Mir Yeshivah in Jerusalem 13

ITALY 992
Academy of Dramatic Art, Rome 2
Academy of Fine Arts, Rome 21
V. Bellini Conservatory of Music, Palermo 1
Benedetto Marcello Conservatory of Music, Venice 13
Cherubini Conservatory of Music, Florence 4
Guiseppi Verdi Conservatory of Music, Milan 5
G. Rossini Conservatory of Music, Pesaro 1
Istituto Centrale di Restauro, Rome 1
Istituto Italiano di Studi Storici, Naples 1
Italian University for Foreigners, Perugia[1] 318
Luigi Bocconi University of Commerce, Milan 1
Naples Zoological Station 4
Pius XII Institute, Florence 20
Polytechnic Institute, Milan 3
Richard Ginan Institute of Ceramic Arts, Florence 2

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[1] It should be noted that this figure may include Fulbright grantees who attended orientation classes at the Italian University for Foreigners and were enrolled in other universities for regular courses of study.

St. Cecilia Conservatory of Music, Rome 4
Salesian Pontifical University, Turin 8
Higher Normal School, Pisa 1
State Art Institute, Florence 19
University of Bari 1
University of Bologna 234
University of Catania 3
University of Genoa 1
University of Florence 6
University of Milan 6
University of Padua 50
University of Pavia 5
University of Pisa 7
University of Rome 234
University of Siena 1
University of Turin 11
University Institute of Economics and Commerce, Venice 4

JAPAN 112
Hitotsubashi University, Institute of Economic Research 2
Komazawa University, Tokyo 4
Koyasan University, Wakayama-ken 1
Kyoto University 7
Nihon University, Tokyo 9
Ryukoku University, Kyoto 8
Sacred Heart University, Tokyo 9
St. Paul's University, Tokyo 2
Sophia University, Tokyo 40
Tohoku University, Honshu 1
Tokyo University 28
Waseda University, Tokyo 1

JAMAICA: University College of the West Indies 2

JORDAN 4
American School of Oriental Research, Jerusalem 3
Ecole Biblique, Jerusalem 1

LEBANON 93
Academie Libanaise 2
American University of Beirut 77
Beirut College for Women 14

LIBERIA: Cuttington College and Divinity School, Snakoko 1

MEXICO 2,503
Institute of Technology and Higher Studies, Monterrey 9
Mexico City College 1,123
Michoacana de San Nicholas de Hidalgo University, Morelia 2
National Autonomous University of Mexico, Mexico, D.F.[2] 1,247
National School of Anthropology and History, Mexico, D.F. 16
University of Guadalajara 37
University of Nuevo León, Monterrey, N.L. 67
University of Puebla 2

NETHERLANDS 211
Amsterdam Conservatory 2
Catholic Institute of Economics, Tilburg 1
Free University of Amsterdam 9
Institute of Social Studies, The Hague 6
Institute of Technology, Delft 6
Netherlands College for Representation Abroad, Breukelen 4
Netherlands Economics College, Rotterdam 1
Netherlands State Agricultural University, Wageningen 1
Roman Catholic University, Nijmegen 1
Royal Conservatory of Music, The Hague 1
University of Amsterdam 58
University of Groningen 15
University of Leiden 77
University of Utrecht 29

NEW ZEALAND 8
University of New Zealand 8
Canterbury Agricultural College, Lincoln 3
University of Otago 1
Victoria University College, Wellington 4

NORWAY 41
Academy of Fine Arts, Oslo 1
University of Oslo 40

PANAMA: University of Panama 44

PAKISTAN: University of the Panjab, Lahore, West Pakistan 10

PERU: University of San Marcos School of Veterinary Medicine 1

PHILIPPINE ISLANDS 438
Central Philippine University, Iloilo City 5
Centro Escolar University, Manila 1
De La Salle College, Manila 14
Manila Atheneum 2
Philippine Women's University 53
Silliman University, Dumaguete City 12
University of the East, Manila 4
University of the Philippines, Manila 339
University of San Carlos, Cebu City 2
University of Santo Tomas, Manila 6

PORTUGAL: Institute of Tropical Medicine, Lisbon 1

SINGAPORE: University of Malaya, Singapore 1

SPAIN 320
Conservatory of Music, Madrid 4
University of Granada 13
Universidad Literaria de Valencia 8
University of Madrid 139
Faculty of Law 11
Faculty of Letters 127
Faculty of Sciences 1
University of Salamanca 82
University of Santiago 45
University of Valladolid 29

SWEDEN 62
Chalmers University of Technology, Gothenburg 1
Royal Academy of Art, Stockholm 1
Royal Agricultural College, Uppsala 1
Royal Veterinary College, Stockholm 1
School for Arts and Crafts, Stockholm 3
School of Industrial Design, Gothenburg 1
University of Gothenburg 1
University of Lund 5
University of Stockholm 42
University of Uppsala 6

SWITZERLAND 1,020
Center of Industrial Studies, Geneva 4
Conservatory of Music, Basel 1
Conservatory of Music, Berne 1
Conservatory of Music, Geneva 35
Conservatory of Music, Lausanne 3
Conservatory of Music, Lucerne 1
Conservatory of Music, Neuchâtel 2
Conservatory of Music, Vevey 1
Federal Institute of Technology, Zurich 24

[2] This figure very likely includes a considerable number of summer session students.

Schola Cantorum, Basiliensis 1
Swiss School of Economics and Public Administration, St. Gallen 3
University of Basel 136
University of Berne 92
University of Fribourg 108
University of Geneva 298
Graduate Institute of International Studies 35
University of Neuchâtel 10
University of Lausanne 221
University of Zurich 79

TAIWAN: Taiwan Normal University 6

TRINIDAD: Imperial College of Tropical Agriculture, Trinidad 1

TURKEY 12
American College for Girls, Istanbul 1
Robert College, Istanbul 9
University of Istanbul 2

UGANDA: Makerere College, The University College of East Africa, Kampala 1

UNION OF SOUTH AFRICA 5
University of Pretoria 1
University of South Africa, Pretoria 3
University of the Witwatersrand, Johannesburg 1

UNITED KINGDOM 1,276
Architectural Association School of Architecture, London, England 3
Central School of Arts and Crafts, London, England 5
Central School of Speech and Drama, London, England 2
Edinburgh College of Art, Edinburgh, Scotland 7
Guildhall School of Music and Drama, London, England 3
Queen's University of Belfast, Belfast, Northern Ireland 11
The Polytechnic, London, England 14
University of Aberdeen, Aberdeen, Scotland 11
University of Birmingham, Birmingham, England 14
University of Bristol, Bristol, England 12
University of Cambridge, Cambridge, England 93
Christ's College 2
Clare College 7
Corpus Christi College 2
Downing College 2
Emmanuel College 6
Fitzwilliam House 6
Girton College 4
Gonville and Caius College 3
Jesus College 5
King's College 11
Magdalene College 1
New Hall 1
Newnham College 9
Pembroke College 4
Peterhouse 3
Queen's College 2
St. Catharine's College 5
St. John's College 3
Selwyn College 1
Sydney Sussex College 1
Trinity College 11
Trinity Hall 4
University College of North Staffordshire 1
University of Durham, Durham, England 15
Durham Colleges 10
King's College 5
University of Edinburgh, Edinburgh, Scotland 239
University of Exeter, Exeter, England 16
University of Glasgow, Glasgow, Scotland 12
University of Hull, Kingston-upon-Hull, England 1
University of Leeds, Leeds, England 10
University of Leicester 1
University of Liverpool 4
University of London, London, England 527
Battersea Polytechnic 1
Bedford College 14
Birkbeck College 2
British Postgraduate Medical Federation 96
Institute of Cancer Research 13
Institute of Cardiology 4
Institute of Child Health 3
Institute of Dental Surgery 2
Institute of Dermatology 2
Institute of Diseases of the Chest 3
Institute of Laryngology and Otology 3
Institute of Neurology 30
Institute of Obstetrics and Gynecology 3
Institute of Opthalmology 3
Institute of Orthopedics 3
Institute of Psychiatry 10
Institute of Urology 1
Postgraduate Medical School of London 16
Chelsea Polytechnic 3
Courtauld Institute of Art 22
Guy's Hospital Medical School 1
Imperial College of Science and Technology 12
Institute of Advanced Legal Studies 7
Institute of Archaeology 5
Institute of Education 15
Institute of Historical Research 42
Institute of Psycho-Analysis 2
King's College 13
London School of Economics and Political Science 140
London School of Hygiene and Tropical Medicine 4
Middlesex Hospital Medical School 1
Northampton Polytechnic 1
Queen Mary College 12
Rothamsted Experimental Station 3
Royal Academy of Music 5
Royal College of Art 1
Royal College of Dramatic Art 17
Royal College of Music 3
Royal Holloway College 3
School of Oriental and African Studies 21
Sir John Cass College 1
Trinity College of Music 4
University College 66
University College Hospital 1
Westminster Medical School 1
Westfield College 7
Woolwich Polytechnic 1
University of Manchester, Manchester, England 17
University of Nottingham, Nottingham, England 3
University of Oxford, Oxford, England 240
University of Reading, Reading, England 9
University of Sheffield 2
University of Southampton, Southampton, England 1
University of Wales 3
University College of North Wales, Bangor 1
University College of South Wales and Monmouthshire, Cardiff 2

VATICAN CITY STATE 470
International College of Carmelites 3
International College of the Missionary Oblates of Mary Immaculate 30
North American College 259
Pontifical Athenaeum Angelicum 102
Pontifical Athenaeum for the Propagation of the Faith 7
Pontifical Athenaeum Salesian 8
Pontifical Biblical Institute 17
Pontifical Institute of Sacred Music 2
Pontifical Institute of St. Anselm 28
Pontifical Theological Faculty of St. Bonaventure 14

VENEZUELA 2
Central University of Venezuela 1
Andres Bello Catholic University 1

TABLE III

FOREIGN PHYSICIANS: HOME COUNTRY, STATUS

HOME COUNTRY	Total	Interns	Residents
TOTAL	**7,622**	**2,079**	**5,543**
FAR EAST	**2,616**	665	1,951
Burma	2	—	2
Ceylon	1	—	1
China[1]	134	32	102
Federation of Malaya	2	—	2
Hong Kong	3	2	1
India	225	35	190
Indonesia	4	—	4
Japan	275	58	217
Korea	313	56	257
Philippine Islands	1,598	470	1,128
Singapore	3	2	1
Thailand	53	10	43
Vietnam	3	—	3
NEAR and MIDDLE EAST	**1,063**	301	762
Cyprus	6	—	6
Iran	279	124	155
Iraq	28	5	23
Israel	37	10	27
Jordan	9	1	8
Lebanon	54	11	43
Pakistan	25	15	10
Saudi Arabia	1	—	1
Syria	37	8	29
Turkey	587	127	460
EUROPE	**1,634**	511	1,123
Austria	43	18	25
Belgium	37	19	18
Bulgaria	1	—	1
Czechoslovakia	4	—	4
Denmark	16	7	9
Estonia	1	—	1
Finland	4	—	4
France	28	8	20
Germany	319	148	171
Greece	289	64	225
Hungary	53	38	15
Iceland	7	—	7
Ireland	77	24	53
Italy	230	64	166
Latvia[2]	6	3	3
Lithuania[2]	3	—	3
Malta	2	1	1
Netherlands	64	32	32
Norway	7	2	5
Poland[2]	18	5	13
Portugal	27	13	14
Romania[2]	3	—	3
Spain	139	33	106
Sweden	7	—	7
Switzerland	40	7	33
United Kingdom	188	17	171
Yugoslavia	21	8	13

HOME COUNTRY	Total	Interns	Residents
LATIN AMERICA	1,612	495	1,117
Caribbean, Total	386	154	232
Cuba	193	77	116
Dominican Republic	117	49	68
Haiti	53	22	31
Jamaica	14	2	12
Trinidad and Tobago	9	4	5
Central America, Total	88	16	72
Costa Rica	11	3	8
El Salvador	12	1	11
Guatemala	20	1	19
Honduras	14	2	12
Nicaragua	25	6	19
Panama	6	3	3
Mexico	500	139	361
South America, Total	638	186	452
Argentina	157	48	109
Bolivia	15	5	10
Brazil	122	41	81
British Guiana	2	1	1
Chile	10	2	8
Colombia	129	24	105
Ecuador	27	6	21
Paraguay	10	1	9
Peru	137	53	84
Uruguay	3	—	3
Venezuela	26	5	21
CANADA	535	66	469
AFRICA	103	34	69
Algeria	3	2	1
Angola	1	—	1
Egypt	70	20	50
Ghana	2	1	1
Kenya	2	2	—
Liberia	1	—	1
Morocco	2	1	1
Nigeria	5	3	2
Sierra Leone	1	1	—
Sudan	1	1	—
Union of South Africa	15	3	12
OCEANIA	19	2	17
Australia	17	2	15
New Zealand	2	—	2
U.S.S.R.[2]	7	2	5
Stateless	11	3	8
Nationality Unknown	22	—	22

[1] Includes doctors from Taiwan.

[2] Doctors from these countries have given home addresses in other countries (not the United States).

TABLE IV

FOREIGN STUDENTS: HOME COUNTRY, SEX, YEAR STUDIES IN U. S. BEGAN, FINANCIAL SUPPORT, ACADEMIC STATUS

HOME COUNTRY	Total	SEX		YEAR STUDIES BEGAN				FINANCIAL SUPPORT*						ACADEMIC STATUS				EMPLOYMENT**
		Male	Female	1957-1958	1956	Prior to 1956	No answer	U.S. Govt.	Foreign Govt.	Self	Private	U.S. Govt. and Private	Foreign Govt. and Private	Undergraduate	Graduate	Special Student	No answer	
TOTAL	**43391**	**33690**	**9701**	**16831**	**8601**	**12203**	**5756**	**2086**	**1976**	**18349**	**12770**	**876**	**176**	**23502**	**15118**	**3128**	**1643**	**15310**
FAR EAST	14206	10454	3752	4884	3026	4439	1857	964	478	5147	5104	249	36	6049	6616	1042	499	5279
British Borneo	4	3	1	1	2	1	—	—	—	1	3	—	—	2	2	—	—	—
Burma	248	221	27	86	25	114	23	27	135	23	27	4	2	138	94	10	6	55
Cambodia	15	15	—	11	2	2	—	9	—	2	3	—	1	13	1	1	—	9
Ceylon	56	45	11	34	6	12	4	14	2	3	29	4	—	13	32	11	—	18
China[1]	3280	2260	1020	954	737	1193	396	42	18	1476	1226	8	6	1526	1567	106	81	1245
Federation of Malaya[2]	202	150	52	59	36	80	27	5	—	68	98	2	—	141	49	5	7	82
India	2585	2314	271	1081	570	593	341	80	47	982	1034	42	9	626	1753	98	108	1152
Indonesia	444	364	80	224	96	53	71	153	20	45	142	10	2	133	170	134	7	93
Japan	2017	1469	548	705	430	544	338	86	28	406	999	112	7	875	889	145	108	656
Korea	2404	1948	456	593	499	1054	258	127	23	981	922	5	2	1442	732	163	67	1007
Laos	9	8	1	4	2	2	1	3	4	—	1	—	—	5	—	4	—	—
Nepal	12	8	4	8	1	2	1	6	1	1	3	—	—	2	3	7	—	3
Philippine Islands	1882	939	943	738	369	488	287	152	11	876	479	36	2	692	926	170	94	704
Ryukyu Islands	69	62	7	26	13	26	4	39	—	3	10	11	—	31	35	3	—	25
Thailand	849	567	282	331	207	222	89	209	188	242	75	9	4	335	322	176	16	190
Vietnam	128	79	49	29	31	52	16	12	1	38	52	6	1	75	40	8	5	40
Other[3]	2	2	—	—	—	1	1	—	—	—	1	—	—	—	1	1	—	—
NEAR and MIDDLE EAST	5695	4992	703	1915	1160	1823	797	249	523	2899	912	40	16	3385	1716	345	249	2393
Afghanistan	109	104	5	30	19	44	16	23	32	13	5	—	—	64	20	23	2	24
Bahrein	1	1	—	—	—	—	1	—	—	—	—	—	—	—	—	—	1	—
Cyprus	56	47	9	14	11	16	15	1	2	23	11	—	—	33	20	2	1	20
Iran	1478	1306	172	512	321	439	206	34	83	974	112	2	1	1066	289	46	77	688
Iraq	673	601	72	211	141	243	78	14	175	310	53	2	5	388	238	18	29	232
Israel	669	510	159	166	116	208	179	3	10	250	197	—	—	315	281	30	43	221
Jordan	602	552	50	164	103	294	41	13	9	376	129	4	1	417	157	19	9	331
Kuwait	27	27	—	16	4	6	1	—	18	2	5	—	1	24	2	—	1	5
Lebanon	454	418	36	148	121	147	38	4	7	304	85	—	2	338	89	16	11	269
Pakistan	471	436	35	226	95	102	48	80	15	177	107	21	2	147	235	74	15	200
Saudi Arabia	61	61	—	26	7	10	18	—	26	13	1	—	—	39	10	6	6	10
Syria	327	302	25	86	60	143	38	1	29	201	49	—	—	227	81	11	8	141
Turkey	758	618	140	316	161	163	118	76	109	256	158	11	4	320	292	100	46	247
Yemen	9	9	—	—	1	8	—	—	8	—	—	—	—	7	2	—	—	5
EUROPE	6816	5090	1726	3361	1106	1205	1148	294	141	1875	2529	481	37	3168	2763	626	259	2413
Albania[4]	2	2	—	—	—	1	1	—	—	—	1	—	—	—	2	—	—	—
Andorra	1	1	—	1	—	—	—	—	—	—	1	—	—	—	1	—	—	—
Austria	143	102	41	72	17	25	29	12	3	22	49	27	—	44	83	11	5	60
Belgium	134	105	29	60	26	20	28	10	6	44	35	10	1	50	69	10	5	49
Bulgaria[4]	2	1	1	1	—	—	1	—	—	—	—	—	—	2	—	—	—	—
Czechoslovakia[4]	24	18	6	6	2	3	13	—	—	2	10	—	—	12	9	3	—	6
Denmark	139	85	54	86	14	16	23	12	5	32	39	23	—	59	54	22	4	35
Estonia[4]	16	11	5	2	2	3	9	—	—	4	3	—	—	12	3	—	1	1
Finland	117	64	53	75	11	14	17	26	2	19	41	9	—	34	64	13	6	26
France	615	411	204	349	86	65	115	46	23	156	167	94	6	238	291	63	23	249
Germany	721	519	202	365	123	110	123	35	4	149	284	97	5	285	315	99	22	256
Gibraltar	1	1	—	1	—	—	—	—	—	—	1	—	—	—	1	—	—	—
Greece	1157	917	240	353	234	404	166	25	18	500	295	38	4	742	328	42	45	534
Hungary†	511	432	79	386	12	5	108	6	—	33	294	1	—	354	84	41	32	181
Iceland	53	43	10	23	11	11	8	2	2	20	20	1	—	28	16	8	1	18
Ireland	73	61	12	34	13	17	9	2	1	15	41	1	2	24	40	6	3	24
Italy	418	325	93	172	74	81	91	31	5	128	124	25	—	171	199	23	25	174
Latvia[4]	21	13	8	2	—	2	17	—	—	2	2	—	—	15	5	—	1	2
Liechtenstein	3	3	—	1	—	1	1	—	—	1	1	—	—	2	1	—	—	1
Lithuania[4]	10	4	6	1	4	—	5	1	—	2	2	—	—	8	1	1	—	3

TABLE IV CONTINUED

HOME COUNTRY	Total	SEX		YEAR STUDIES BEGAN				FINANCIAL SUPPORT*						ACADEMIC STATUS				EMPLOYMENT**
		Male	Female	1957-1958	1956	Prior to 1956	No answer	U.S. Govt.	Foreign Govt.	Self	Private	U.S. Govt. and Private	Foreign Govt. and Private	Undergraduate	Graduate	Special Student	No answer	
Luxembourg	7	6	1	4	1	1	1	—	—	2	2	1	—	2	4	1	—	4
Malta	6	3	3	3	1	2	—	2	—	—	4	—	—	1	4	1	—	—
Monaco	1	1	—	1	—	—	—	—	—	—	1	—	—	—	1	—	—	—
Netherlands	379	274	105	183	74	81	41	11	2	146	131	32	4	211	120	34	14	108
Norway	373	292	81	205	85	55	28	11	33	129	97	43	3	220	109	37	7	140
Poland	46	34	12	18	3	2	23	—	1	2	15	—	2	11	29	4	2	7
Portugal	97	69	28	29	16	39	13	—	5	57	19	—	2	62	27	5	3	41
Romania[4]	10	7	3	3	1	2	4	—	—	4	2	—	—	2	6	1	1	—
Spain	283	232	51	125	56	59	43	18	14	69	136	3	—	105	150	23	5	93
Sweden	224	143	81	145	30	15	34	18	4	40	125	—	3	93	74	46	11	51
Switzerland	177	134	43	85	32	21	39	3	2	55	74	1	—	67	74	21	15	53
United Kingdom	982	732	250	529	169	140	144	11	9	224	494	74	5	287	566	103	26	281
Yugoslavia	70	45	25	41	9	10	10	12	2	18	19	1	—	27	33	8	2	16
LATIN AMERICA	**9212**	**7101**	**2111**	**3881**	**1662**	**2452**	**1217**	**422**	**353**	**5042**	**2024**	**41**	**29**	**6452**	**1499**	**730**	**531**	**3327**
Caribbean, Total	**2431**	**1753**	**678**	**1104**	**457**	**664**	**206**	**33**	**16**	**1616**	**391**	**1**	**5**	**1970**	**302**	**94**	**65**	**1049**
Bahama Islands	86	60	26	26	19	33	8	—	—	54	21	—	1	69	9	3	5	32
Barbados	49	34	15	22	9	14	4	—	1	23	19	—	—	34	11	1	3	17
British West Indies	6	4	2	2	—	—	4	—	—	—	—	—	—	5	1	—	—	2
Cuba	1046	825	221	617	175	171	83	12	3	787	101	1	1	894	78	42	32	455
Dominican Republic	93	61	32	48	15	18	12	4	—	64	10	—	—	75	13	2	3	25
Haiti	123	83	40	54	21	34	14	6	2	62	20	—	1	85	26	9	3	43
Jamaica	736	464	272	227	156	296	57	7	8	434	166	—	1	585	117	23	11	336
Leeward Islands	29	26	3	9	12	7	1	1	—	16	10	—	—	21	6	2	—	6
Martinique	1	—	1	1	—	—	—	—	—	1	—	—	—	1	—	—	—	—
Netherlands West Indies	40	29	11	14	7	13	6	1	1	19	11	—	1	26	5	6	3	17
Trinidad	183	138	45	73	31	65	14	1	1	129	26	—	—	143	32	4	4	98
Virgin Islands (British)	1	1	—	—	1	—	—	—	—	—	1	—	—	1	—	—	—	—
Windward Islands	38	28	10	11	11	13	3	1	—	27	6	—	—	31	4	2	1	18
Central America, Total	**1685**	**1215**	**470**	**735**	**333**	**480**	**137**	**109**	**69**	**1076**	**209**	**7**	**14**	**1349**	**180**	**135**	**21**	**899**
British Honduras	32	20	12	14	6	10	2	—	3	17	10	—	—	24	5	2	1	4
Costa Rica	203	165	38	77	43	59	24	15	3	118	38	1	1	144	38	16	5	75
El Salvador	241	158	83	111	55	61	14	9	16	174	11	—	—	210	13	18	—	61
Guatemala	288	210	78	134	55	72	27	25	4	181	31	3	2	217	40	24	7	93
Honduras	147	97	50	81	32	30	4	13	3	104	16	—	3	118	12	17	—	33
Panama	530	349	181	218	92	170	50	27	31	312	83	3	8	439	54	31	6	199
Nicaragua	244	216	28	100	50	78	16	20	9	170	20	—	—	197	18	27	2	87
Mexico	1305	1089	216	435	188	271	411	24	25	529	571	2	3	699	177	84	345	347
South America, Total	**3791**	**3044**	**747**	**1607**	**684**	**1037**	**463**	**256**	**243**	**1821**	**853**	**31**	**7**	**2434**	**840**	**417**	**100**	**1379**
Argentina	279	204	75	118	43	48	70	6	9	93	89	11	1	143	118	13	5	107
Bolivia	141	113	28	67	30	33	11	14	5	73	37	1	—	95	25	21	—	74
Brazil	579	401	178	303	150	96	75	101	44	183	156	8	2	241	195	120	23	143
British Guiana	193	155	38	58	32	93	10	1	2	115	56	2	—	137	50	3	3	88
Chile	234	179	55	116	33	31	54	41	4	46	79	7	2	73	99	52	10	81
Colombia	734	634	100	226	136	283	89	23	46	420	126	1	2	552	132	35	15	338
Ecuador	176	154	22	78	36	49	13	19	4	100	35	1	—	123	31	20	2	68
Paraguay	34	22	12	20	5	4	5	13	1	3	13	—	—	11	12	11	—	9
Peru	387	298	89	189	71	77	50	21	4	239	58	—	—	283	66	34	4	152
Surinam	7	4	3	3	1	1	2	1	—	3	1	—	—	3	2	1	1	2
Uruguay	47	34	13	24	9	7	7	11	3	16	14	—	—	20	13	12	2	19
Venezuela	980	846	134	405	183	315	77	5	121	530	189	—	—	753	97	95	35	298
NORTH AMERICA	**5354**	**4260**	**1094**	**2013**	**1172**	**1696**	**473**	**11**	**91**	**2890**	**1550**	**4**	**16**	**3484**	**1580**	**238**	**52**	**1245**
Bermuda	83	42	41	39	20	23	1	—	—	61	17	—	—	81	2	—	—	27
Canada	5271	4218	1053	1974	1152	1673	472	11	91	2829	1533	4	16	3403	1578	238	52	1218

TABLE IV CONTINUED

HOME COUNTRY	Total	SEX		YEAR STUDIES BEGAN				FINANCIAL SUPPORT*						ACADEMIC STATUS				EMPLOYMENT**
		Male	Female	1957-1958	1956	Prior to 1956	No answer	U.S. Govt.	Foreign Govt.	Self	Private	U.S. Govt. and Private	Foreign Govt. and Private	Undergraduate	Graduate	Special Student	No answer	
AFRICA	1515	1306	209	535	365	449	166	128	382	326	410	27	37	731	630	122	32	470
Algeria	1	1	—	—	—	—	1	—	—	—	—	—	—	1	—	—	—	—
Angola	1	—	1	—	1	—	—	—	—	1	—	—	—	1	—	—	—	—
Belgian Congo	3	2	1	2	—	—	1	—	—	—	1	—	—	1	1	1	—	1
Basutoland	2	1	1	2	—	—	—	—	—	—	2	—	—	1	1	—	—	—
Cameroons (British)	3	3	—	2	—	1	—	2	—	—	1	—	—	3	—	—	—	1
Egypt	405	346	59	130	101	106	68	14	73	123	95	7	8	95	271	22	17	126
Ethiopia	151	141	10	51	48	43	9	42	70	7	10	1	6	63	46	41	1	30
Ghana	135	122	13	27	66	29	13	3	66	10	42	—	1	113	20	1	1	50
Kenya	32	31	1	18	2	8	4	3	—	3	17	5	—	16	15	1	—	7
Liberia	210	160	50	97	32	73	8	20	130	22	16	2	5	144	45	19	2	68
Libya	17	17	—	7	8	1	1	10	—	2	3	—	—	7	2	8	—	9
Mauritius	6	5	1	3	—	3	—	—	3	2	1	—	—	4	—	2	—	—
Morocco	16	13	3	9	1	4	2	5	—	5	5	—	—	9	5	2	—	7
Mozambique	2	1	1	1	1	—	—	—	—	1	—	—	—	2	—	—	—	—
Nigeria	192	180	12	29	35	105	23	3	24	51	76	3	7	103	77	5	7	75
Northern Rhodesia	4	4	—	—	3	1	—	—	—	—	3	—	—	3	1	—	—	1
Nyasaland	4	2	2	3	—	—	1	—	—	1	3	—	—	3	1	—	—	1
Sierra Leone	37	29	8	13	10	14	—	1	1	10	24	—	—	31	5	1	—	15
Somaliland (Italian)	7	7	—	4	—	3	—	3	—	—	2	1	—	3	—	4	—	1
Southern Rhodesia	18	16	2	10	3	3	2	5	—	3	6	1	2	5	11	2	—	3
Southwest Africa	1	1	—	—	—	1	—	—	—	—	1	—	—	—	1	—	—	1
Sudan	29	29	—	16	5	2	6	9	6	4	4	2	—	11	18	—	—	4
Tanganyika	11	10	1	6	3	2	—	2	—	—	9	—	—	7	3	1	—	2
Tangier	1	1	—	—	—	—	1	—	—	—	—	—	—	1	—	—	—	1
Togoland (French)	4	4	—	—	—	2	2	1	—	—	1	—	—	—	4	—	—	2
Tunisia	6	4	2	4	—	1	1	2	1	2	—	—	—	2	3	1	—	3
Uganda	21	17	4	12	3	5	1	1	1	2	10	2	4	12	6	3	—	7
Union of South Africa	194	158	36	87	43	42	22	2	7	76	77	3	4	90	92	8	4	55
Others[5]	2	1	1	2	—	—	—	—	—	1	1	—	—	—	2	—	—	—
OCEANIA	495	413	82	215	97	105	78	17	7	136	204	34	5	168	289	23	15	150
Australia	332	270	62	156	61	63	52	11	4	85	151	18	4	93	214	17	8	105
Cook Islands	1	1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	1	—
Fiji Islands	29	29	—	6	9	11	3	—	—	18	6	—	—	27	2	—	—	9
Gilbert & Ellice Islands	1	1	—	—	—	1	—	—	—	1	—	—	—	—	1	—	—	—
New Zealand	116	98	18	45	21	29	21	4	2	31	36	16	—	37	71	4	4	27
Pacific Islands	10	8	2	6	4	—	—	—	1	1	7	—	1	9	—	—	1	8
Tonga	1	1	—	1	—	—	—	—	—	—	1	—	—	1	—	—	—	—
Western Samoa	5	5	—	1	2	—	2	2	—	—	3	—	—	1	1	2	1	1
Union of Soviet Socialist Republics	21	16	5	1	—	—	20	—	—	1	—	—	—	8	7	—	6	—
Stateless	77	58	19	26	13	34	4	1	1	33	37	—	—	57	18	2	—	33

[1] Includes students from Formosa, Hong Kong and Macau.

[2] Includes students from Singapore.

[3] Includes students from Indochina and Portuguese India.

[4] Students listed here have given addresses in other countries (not in the United States).

[5] Includes students from Cape Verde Islands and Madagascar.

† This figure represents the Hungarian refugee students reported by U.S. institutions.

* Since a number of the students polled did not include information concerning financial support, there is a discrepancy between the total number of students and the total number reporting financial support.

** Students polled in the 1957-58 survey of foreign students were asked whether they would be interested in the possibility of employment with the overseas branch of an American business firm upon completion of their studies in the United States. The totals included here represent the numbers of students interested in such employment.

TABLE V **FOREIGN STUDENTS: FIELDS OF MAJOR INTEREST**

HOME COUNTRY		Agriculture	Business Administration	Education	ENGINEERING							HUMANITIES							Dentistry	Medicine
					Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	Architecture	Creative Arts	Languages and Literature	Liberal Arts	Theology	Other	Total		
TOTAL	**43,391**	**1550**	**3520**	**1956**	**1788**	**2020**	**1899**	**342**	**2731**	**1331**	**10111**	**660**	**1530**	**2267**	**1852**	**2196**	**547**	**9052**	**345**	**985**
FAR EAST	14,206	389	1191	770	708	498	646	59	771	264	2946	167	536	519	447	505	212	2386	76	266
Burma	248	1	6	14	25	22	29	8	30	8	122	4	3	1	2	3	5	18	—	5
Cambodia	15	—	1	1	1	3	1	—	—	1	6	—	—	—	—	—	—	—	—	—
Ceylon	56	3	1	9	2	4	—	—	—	—	6	—	—	1	1	7	1	10	—	4
China[1]	3280	63	174	111	194	144	250	10	281	88	967	48	119	96	127	74	45	509	11	53
Federation of Malaya[2]	202	3	17	12	3	8	7	—	8	2	28	11	10	9	8	9	1	48	3	12
India	2585	122	169	122	267	168	137	23	203	58	856	11	30	35	38	65	17	196	15	49
Indonesia	444	12	36	41	8	5	9	1	16	11	50	10	12	35	11	15	12	95	7	5
Japan	2017	37	224	86	34	24	55	5	63	27	208	26	151	161	74	134	34	580	3	22
Korea	2404	39	230	85	114	50	71	4	89	39	367	29	114	63	74	95	29	404	8	35
Nepal	12	—	—	—	—	—	—	—	1	—	1	—	—	1	—	—	—	1	—	1
Philippine Islands	1882	56	228	170	44	27	43	5	39	14	172	16	75	65	67	89	55	367	23	45
Ryukyu Islands	69	2	8	8	1	2	4	—	3	—	10	—	1	9	—	3	1	14	—	—
Thailand	849	49	95	97	13	36	32	1	32	16	130	10	20	35	39	7	12	123	5	33
Vietnam	128	2	2	11	2	5	7	2	6	—	22	2	1	6	5	3	—	17	1	2
Others[3]	15	—	—	3	—	—	1	—	—	—	1	—	—	2	1	1	—	4	—	—
NEAR & MIDDLE EAST	5695	267	358	204	323	472	342	43	587	321	2088	116	146	165	183	49	38	697	37	117
Afghanistan	109	18	9	1	1	9	2	—	2	3	17	4	3	5	4	—	1	17	1	2
Cyprus	56	1	14	7	—	—	2	1	1	—	4	—	—	5	3	3	—	11	—	—
Iran	1478	92	77	47	111	96	96	8	150	119	580	49	22	35	59	—	8	173	21	46
Iraq	673	46	88	21	18	44	18	3	56	43	182	12	8	12	19	1	3	55	—	6
Israel	669	28	18	42	24	26	37	9	55	35	186	6	45	19	23	16	4	113	2	19
Jordan	602	16	31	13	40	49	33	2	66	28	218	9	10	5	16	12	2	54	1	9
Kuwait	27	—	—	—	11	4	1	—	4	2	22	—	—	—	1	—	—	1	—	—
Lebanon	454	9	18	11	27	53	49	3	84	27	243	3	14	5	8	5	5	40	5	6
Pakistan	471	29	30	22	32	46	19	3	35	11	146	4	4	6	6	3	8	31	1	3
Saudi Arabia	61	3	10	1	3	2	2	—	1	3	11	—	—	—	3	—	—	3	—	2
Syria	327	9	31	8	17	31	28	2	56	18	152	4	9	3	8	8	1	33	—	7
Turkey	758	16	32	31	39	112	55	12	77	32	327	25	31	70	33	1	6	166	6	16
Others[4]	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
EUROPE	6816	169	488	194	160	188	345	54	345	214	1306	81	257	653	432	360	80	1863	55	190
Austria	143	4	7	12	2	2	3	2	7	4	20	1	9	19	8	3	1	41	—	6
Belgium	134	1	10	1	3	2	3	3	6	7	24	—	7	12	12	3	1	35	—	3
Czechoslovakia[5]	24	—	3	1	—	1	—	—	1	1	3	—	1	2	5	—	—	8	—	1
Denmark	139	8	11	5	—	1	1	—	1	2	5	2	6	16	18	4	1	47	5	3
Estonia[5]	16	—	—	—	2	—	—	—	—	3	5	—	2	1	2	—	—	5	—	—
Finland	117	1	10	5	1	1	—	1	2	3	8	3	4	25	6	4	1	43	4	1
France	615	9	70	7	26	12	30	10	24	14	116	3	24	113	29	7	5	181	4	11
Germany	721	13	40	30	8	4	13	8	16	18	67	6	37	104	36	46	5	234	—	30
Greece	1157	27	78	30	46	43	137	3	103	61	393	23	32	59	56	12	5	187	17	24
Hungary†	511	8	21	10	12	12	48	—	35	39	146	10	26	23	58	5	7	129	3	10
Iceland	53	3	2	1	2	1	2	—	6	1	12	1	4	5	3	1	—	14	1	1
Ireland	73	2	4	2	2	3	1	—	1	1	8	3	2	3	3	7	5	23	1	6
Italy	418	6	36	12	13	4	18	—	11	11	57	7	13	49	28	31	10	138	3	16
Latvia[5]	21	—	—	—	1	—	—	—	1	5	7	—	—	1	6	1	—	8	—	—
Lithuania[5]	10	—	1	—	—	—	—	—	1	—	1	—	—	1	4	—	—	5	—	—
Netherlands	379	10	25	21	5	6	3	1	15	4	34	6	13	27	27	57	4	134	—	9
Norway	373	4	43	20	6	53	31	7	52	4	153	2	12	22	12	11	4	63	3	7
Poland	46	2	—	—	—	2	—	—	—	3	5	—	1	3	2	1	—	7	—	1
Portugal	97	5	3	1	4	4	7	—	10	1	26	1	4	8	4	1	2	20	—	6
Romania[5]	10	—	—	—	—	—	1	—	—	—	1	—	1	—	1	1	—	3	—	—
Spain	283	6	23	4	7	6	18	1	5	7	44	2	7	32	13	54	11	119	—	12
Sweden	224	18	30	5	—	1	7	2	8	2	20	—	8	31	27	8	1	75	1	6
Switzerland	177	8	19	3	3	4	5	3	1	1	17	2	10	15	12	7	1	47	2	3
United Kingdom	982	33	49	19	15	24	13	13	35	18	118	8	30	75	53	91	14	271	8	31
Yugoslavia	70	—	2	2	2	1	3	—	4	3	13	1	4	7	4	1	2	19	1	3
Others[6]	23	1	1	3	—	1	1	—	—	1	3	—	—	—	3	4	—	7	2	—
LATIN AMERICA	9212	481	845	329	427	585	389	118	648	338	2505	215	249	661	505	617	83	2330	72	195
Caribbean	2431	83	247	107	78	123	123	15	207	80	626	46	72	132	159	91	26	526	31	50
Bahama Islands	86	1	7	1	—	3	1	1	—	—	5	2	4	3	11	10	3	33	1	2
Barbados	49	—	2	1	1	2	—	—	2	—	5	—	1	2	3	1	—	7	2	3
Cuba	1046	22	144	21	58	47	83	14	168	57	427	29	26	72	62	21	6	216	5	7
Dominican Republic	93	1	8	1	1	9	5	—	6	1	22	6	2	4	11	2	2	27	—	1
Haiti	123	1	17	2	3	6	4	—	5	3	21	—	3	14	15	6	2	40	3	5
Jamaica	736	52	51	68	12	44	19	—	22	13	110	5	23	28	32	43	5	136	9	19
Leeward Islands	29	2	1	2	—	1	1	—	1	—	3	—	3	—	4	1	1	9	—	1
Netherlands West Indies	40	—	3	4	—	2	3	—	1	2	8	—	2	1	4	—	—	7	2	—

MEDICAL SCIENCES					PHYSICAL AND NATURAL SCIENCES						SOCIAL SCIENCES													
Nursing	Pharmacy	Pre-Medicine	Other	Total	Biological Sciences	Chemistry	Geo-Sciences	Mathematics	Physics	Total	Economics	History	Home Economics	International Relations	Law	Political Science	Psychology	Public Administration	Social Work	Sociology	Other	Total	All Other	No Answer
755	**283**	**773**	**511**	**3652**	**1471**	**1936**	**766**	**668**	**1054**	**5895**	**1614**	**418**	**535**	**443**	**458**	**708**	**500**	**370**	**316**	**588**	**184**	**6134**	**605**	**916**
299	141	220	80	1082	523	867	177	291	478	2336	665	143	263	232	149	375	151	188	113	255	67	2601	124	381
1	2	12	1	21	2	7	4	3	11	27	8	3	—	5	—	5	—	4	4	1	1	31	5	3
—	1	1	—	2	—	1	—	—	—	1	—	—	—	4	—	—	—	—	—	—	—	4	—	—
1	—	—	—	5	2	1	5	—	—	8	2	1	3	1	1	2	—	1	—	—	2	13	—	1
38	39	75	23	239	126	353	47	91	135	752	101	38	61	26	10	44	20	13	19	41	9	382	16	67
3	1	20	5	44	12	7	1	2	5	27	3	4	5	1	—	4	1	—	1	1	—	20	1	2
12	47	14	19	156	155	162	36	75	111	539	73	10	33	28	20	21	26	24	18	46	15	314	11	100
2	1	10	—	25	16	13	13	5	10	57	24	2	7	20	3	17	3	27	—	13	1	117	7	4
17	10	6	5	63	50	105	25	31	78	289	112	32	47	39	27	48	37	14	26	49	14	445	22	63
13	18	51	5	130	61	142	16	49	92	360	208	31	43	72	38	173	30	54	8	51	13	721	9	59
—	—	—	—	1	—	—	2	1	—	3	—	—	—	1	2	1	—	—	—	—	—	4	1	1
186	17	13	17	301	59	54	9	18	16	156	72	11	48	15	37	25	24	29	32	30	8	331	35	66
—	—	1	—	1	2	—	2	1	—	5	8	3	—	—	—	2	2	1	1	4	—	21	—	—
24	3	14	4	83	36	13	16	13	15	93	39	4	15	15	9	27	3	21	3	12	3	151	17	11
2	1	2	1	9	1	9	1	2	5	18	15	4	1	4	1	5	5	—	1	7	1	44	—	3
—	1	1	—	2	1	—	—	—	—	1	—	—	—	1	1	1	—	—	—	—	—	3	—	1
45	**43**	**159**	**40**	**441**	**165**	**205**	**98**	**90**	**116**	**674**	**197**	**45**	**47**	**73**	**43**	**117**	**78**	**54**	**20**	**57**	**15**	**746**	**40**	**180**
—	—	4	—	7	5	2	2	—	—	9	13	—	—	3	1	3	1	7	—	—	—	28	1	2
1	1	—	—	2	4	1	—	1	2	8	3	3	—	1	—	—	1	—	—	—	—	8	—	1
9	12	86	16	190	31	47	28	10	26	142	20	4	8	4	6	29	10	6	2	10	3	102	10	65
—	4	5	2	17	37	35	13	16	16	117	26	5	13	11	3	21	7	11	2	6	4	109	12	26
6	5	10	4	46	20	20	5	13	19	77	27	8	3	14	5	17	29	6	11	12	1	133	2	24
3	9	14	5	41	19	50	17	31	7	124	21	9	3	17	9	14	3	6	1	8	2	93	4	8
—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	1	1	—	—	—	3	—	1
3	3	16	2	35	11	19	1	6	7	44	12	5	5	8	—	7	2	2	—	2	1	44	2	8
1	5	4	7	21	23	10	16	9	21	79	41	3	7	4	11	8	5	4	1	11	2	97	4	12
—	—	1	—	3	2	1	3	—	—	6	4	1	—	2	1	9	—	1	—	1	—	19	—	5
6	2	15	2	32	3	5	3	1	3	15	13	3	—	2	1	5	7	4	1	3	—	39	4	4
16	2	1	2	43	9	14	9	3	14	49	15	4	8	7	6	4	12	6	2	4	2	70	1	23
—	—	3	—	4	1	1	1	—	1	4	1	—	—	—	—	—	—	—	—	—	—	1	—	1
121	**24**	**83**	**92**	**565**	**173**	**346**	**99**	**100**	**250**	**968**	**282**	**92**	**35**	**71**	**135**	**116**	**100**	**27**	**69**	**85**	**29**	**1041**	**49**	**173**
1	2	—	1	10	4	12	2	2	4	24	5	1	1	—	2	6	4	1	—	1	—	21	—	4
—	—	1	11	15	2	7	—	2	15	26	8	1	1	1	3	2	—	—	—	1	1	18	2	2
—	—	—	—	1	—	—	—	—	—	—	1	—	—	—	1	—	2	—	—	—	—	4	—	4
6	—	2	4	20	4	5	2	1	3	15	2	2	1	5	4	1	3	2	1	2	—	23	1	4
—	—	1	—	1	—	1	—	—	—	1	—	1	—	—	1	—	—	—	—	—	—	2	—	2
3	—	1	—	9	1	8	2	4	6	21	7	—	1	2	—	—	1	—	4	—	—	15	1	4
5	—	5	25	50	2	29	5	5	30	71	25	9	1	7	14	16	6	1	7	2	3	91	6	14
7	4	4	8	53	21	29	8	16	27	101	48	16	2	7	29	20	11	3	7	10	5	158	4	21
4	6	23	7	81	20	79	9	19	32	159	53	7	12	7	7	24	24	2	12	12	4	164	12	26
1	3	29	6	52	16	41	6	7	18	88	14	7	—	4	2	7	3	4	—	—	1	42	—	15
2	—	—	—	4	3	1	1	—	2	7	2	1	1	—	1	1	—	—	—	—	1	7	3	—
4	—	1	1	13	6	2	1	2	1	12	2	—	—	2	—	—	—	—	1	2	—	7	1	1
—	—	1	—	20	6	17	4	3	24	54	19	4	—	9	11	10	9	6	4	7	2	81	4	10
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	2	—	4
1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2
4	2	2	6	23	9	18	8	4	10	49	16	6	4	2	5	3	11	—	9	12	3	71	1	11
8	1	1	—	20	7	9	—	3	3	22	11	—	5	3	6	6	3	3	2	4	2	45	1	2
—	—	—	—	1	5	2	1	2	—	10	2	—	—	—	5	1	—	—	—	2	—	10	—	11
2	1	4	1	14	2	9	—	4	3	18	—	1	3	—	—	—	—	—	—	1	1	6	4	—
—	1	—	—	1	1	—	—	1	—	2	—	—	—	—	1	—	—	—	—	—	—	1	—	2
1	1	—	1	15	3	14	3	4	15	39	10	3	—	3	4	—	3	1	1	5	—	30	1	2
6	—	1	1	15	6	6	3	2	5	22	10	4	—	4	—	1	4	—	2	9	—	34	1	4
4	1	—	11	21	4	4	4	3	6	21	8	1	—	3	8	3	3	—	3	3	1	33	1	7
61	2	4	9	115	45	51	40	14	37	187	37	27	3	11	26	14	12	4	16	11	5	166	6	18
—	—	2	—	6	6	1	—	2	7	16	2	1	—	1	3	1	1	—	—	1	—	10	—	2
1	—	1	—	4	—	1	—	—	2	3	—	—	—	—	—	—	—	—	—	—	—	—	—	1
103	**29**	**215**	**99**	**713**	**278**	**279**	**111**	**71**	**88**	**827**	**255**	**26**	**91**	**38**	**70**	**33**	**57**	**39**	**51**	**86**	**34**	**780**	**299**	**103**
33	11	74	41	240	107	94	25	27	20	273	51	9	40	8	13	9	22	5	7	25	9	198	116	15
4	1	11	1	20	4	2	—	4	4	14	1	—	—	—	—	1	—	—	—	2	—	4	1	—
5	1	3	5	19	4	2	—	—	1	7	5	—	2	—	—	—	—	—	—	1	—	8	—	—
1	1	29	3	46	12	10	8	6	9	45	9	4	5	4	8	3	13	—	1	4	2	53	62	10
—	—	—	1	2	1	2	—	—	—	3	3	—	—	2	3	—	—	—	—	—	—	8	20	1
6	1	—	4	19	3	1	2	—	—	6	3	1	1	1	—	—	—	2	—	1	—	9	7	1
13	5	16	14	76	66	42	8	13	3	132	26	3	21	—	2	3	7	3	5	15	6	91	19	1
1	—	1	2	5	3	—	—	—	1	4	—	—	—	—	—	1	1	—	—	1	—	3	—	—
—	1	1	—	4	2	3	1	—	1	7	2	—	—	1	—	—	—	—	—	—	—	3	4	—

TABLE V CONTINUED

HOME COUNTRY		Agriculture	Business Administration	Education	ENGINEERING							HUMANITIES							Dentistry	Medicine
					Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	Architecture	Creative Arts	Languages and Literature	Liberal Arts	Theology	Other	Total		
LATIN AMERICA — *Continued*																				
Trinidad	183	3	12	4	3	8	7	—	2	3	23	4	4	8	12	7	6	41	9	10
Windward Islands	38	1	2	3	—	1	—	—	—	—	1	—	3	—	2	—	1	6	—	2
Others[7]	8	—	—	—	—	—	—	—	—	1	1	—	1	—	3	—	—	4	—	—
Central America	**1685**	**134**	**194**	**66**	**26**	**139**	**47**	**9**	**77**	**50**	**348**	**70**	**40**	**135**	**97**	**44**	**14**	**400**	**13**	**26**
British Honduras	32	1	1	—	—	—	—	—	1	—	1	—	—	3	4	5	1	13	1	1
Costa Rica	203	13	16	11	4	15	12	2	9	5	47	12	1	11	10	9	—	43	4	3
El Salvador	241	20	33	2	3	28	6	2	11	6	56	12	5	27	14	3	3	64	—	2
Guatemala	288	25	31	11	8	20	10	2	19	7	66	18	12	14	17	6	2	69	3	7
Honduras	147	9	20	6	2	15	2	2	8	6	35	8	—	21	12	3	—	44	1	1
Panama	530	37	68	29	5	35	7	1	11	18	77	8	21	29	34	13	7	112	3	11
Nicaragua	244	29	25	7	4	26	10	—	18	8	66	12	1	30	6	5	1	55	1	1
Mexico	1305	61	128	21	58	46	39	17	55	47	262	10	39	95	51	377	14	586	6	19
South America	**3791**	**203**	**276**	**135**	**265**	**277**	**180**	**77**	**309**	**161**	**1269**	**89**	**98**	**299**	**198**	**105**	**29**	**818**	**22**	**100**
Argentina	279	8	14	14	17	6	8	3	15	14	63	8	13	28	27	6	1	83	4	9
Bolivia	141	6	3	5	19	10	7	5	10	10	61	5	3	7	3	6	2	26	—	3
Brazil	579	16	40	49	36	29	10	8	51	18	152	4	30	56	20	30	9	149	4	11
British Guiana	193	3	3	11	1	7	5	—	4	—	17	2	2	5	8	17	2	36	7	11
Chile	234	17	14	12	8	4	9	5	11	14	51	4	5	15	9	7	6	46	2	8
Colombia	734	56	57	6	39	88	57	22	76	20	302	28	14	37	51	6	1	137	4	24
Ecuador	176	11	10	13	6	21	12	3	10	8	60	3	2	7	10	13	—	35	1	1
Paraguay	34	4	—	2	—	1	—	—	1	—	2	—	—	2	2	2	5	11	—	3
Peru	387	34	35	11	18	21	14	7	29	27	116	12	14	25	21	3	1	76	—	9
Surinam	7	—	1	1	—	—	—	—	1	—	1	—	—	—	1	—	—	1	—	1
Uruguay	47	3	2	3	1	2	2	1	2	—	8	2	4	1	2	3	—	12	—	5
Venezuela	980	45	97	8	120	88	56	23	99	50	436	21	11	116	44	12	2	206	—	15
NORTH AMERICA	**5354**	**112**	**513**	**323**	**131**	**185**	**132**	**47**	**303**	**160**	**958**	**44**	**283**	**205**	**217**	**513**	**115**	**1377**	**87**	**142**
Bermuda	83	1	7	15	2	—	2	—	1	—	5	1	13	4	8	1	1	28	2	—
Canada	5271	111	506	308	129	185	130	47	302	160	953	43	270	201	209	512	114	1349	85	142
AFRICA	**1515**	**106**	**88**	**114**	**30**	**70**	**37**	**13**	**54**	**23**	**227**	**25**	**40**	**38**	**43**	**80**	**11**	**237**	**7**	**57**
Egypt	405	23	30	41	18	12	12	6	19	7	74	5	13	17	13	6	7	61	2	17
Ethiopia	151	7	8	15	3	16	9	1	6	1	36	—	7	2	3	1	1	14	1	4
Ghana	135	16	9	1	—	11	3	—	8	1	23	7	—	—	4	5	—	16	—	3
Kenya	32	—	1	1	1	1	—	1	1	—	4	—	—	—	2	2	—	4	1	1
Liberia	210	18	20	30	—	9	5	1	3	7	25	3	5	5	2	3	—	18	1	4
Libya	17	6	1	2	—	—	—	—	1	1	2	—	—	—	—	—	—	—	—	1
Morocco	16	—	3	—	1	—	—	—	1	—	2	—	—	4	—	—	—	4	—	—
Nigeria	192	16	4	9	1	8	3	—	2	—	14	4	2	3	5	5	—	19	—	17
Sierra Leone	37	—	—	3	—	1	1	—	1	—	3	—	1	1	3	3	—	8	1	—
Southern Rhodesia	18	2	—	2	—	1	—	—	—	—	1	2	—	—	—	7	—	9	—	—
Sudan	29	8	2	—	—	1	1	—	4	—	6	—	—	—	—	—	—	—	—	—
Tanganyika	11	1	—	1	—	—	—	—	1	—	1	—	—	—	—	2	—	2	—	—
Uganda	21	—	1	1	—	—	—	—	1	—	1	—	2	1	5	1	—	9	1	1
Union of South Africa	194	9	9	6	4	8	3	4	6	5	30	4	10	4	5	40	—	63	—	7
Others[8]	47	—	—	2	2	2	—	—	—	1	5	—	—	1	1	5	3	10	—	2
OCEANIA	**495**	**25**	**34**	**21**	**5**	**17**	**3**	**6**	**10**	**5**	**46**	**9**	**16**	**19**	**15**	**69**	**8**	**136**	**11**	**16**
Australia	332	22	25	14	5	11	3	5	8	5	37	6	11	13	12	49	7	98	6	11
Fiji Islands	29	—	4	1	—	1	—	—	1	—	2	1	1	—	2	3	—	7	1	—
New Zealand	116	3	2	4	—	5	—	1	1	—	7	2	4	6	—	10	1	23	4	5
Pacific Islands	10	—	2	1	—	—	—	—	—	—	—	—	—	—	—	3	—	3	—	—
Others[9]	8	—	1	1	—	—	—	—	—	—	—	—	—	—	1	4	—	5	—	—
Union of Soviet Socialist Republics	21	—	—	—	—	—	—	—	—	3	3	—	—	1	8	—	—	9	—	—
Stateless	77	1	3	1	4	5	5	2	13	3	32	3	3	6	2	3	—	17	—	2
EMPLOYMENT INTEREST*	15310	464	1617	466	827	965	1000	194	1356	539	4881	302	492	671	373	194	122	2154	86	159

[1] Includes students from Formosa, Hong Kong and Macau.
[2] Includes students from Singapore.
[3] Includes students from British Honduras, Indochina, Laos and Portuguese India. Detailed information on each country is available.
[4] Includes students from Bahrein and Yemen. Detailed information on each country is available.
[5] Students listed here have given home addresses in other countries (not in the United States).
[6] Includes students from Albania, Andorra, Bulgaria, Gibraltar, Liechtenstein, Luxembourg, Malta and Monaco. Detailed information on each country is available.
[7] Includes students from British West Indies, Martinique and the Virgin Islands (British). Detailed information on each country is available.

MEDICAL SCIENCES					PHYSICAL AND NATURAL SCIENCES						SOCIAL SCIENCES													
Nursing	Pharmacy	Pre-Medicine	Other	Total	Biological Sciences	Chemistry	Geo-Sciences	Mathematics	Physics	Total	Economics	History	Home Economics	International Relations	Law	Political Science	Psychology	Public Administration	Social Work	Sociology	Other	Total	All Other	No Answer
3	1	10	10	43	9	18	6	4	1	38	2	1	9	—	—	1	1	—	1	1	1	17	2	—
—	—	3	1	6	3	13	—	—	—	16	—	—	2	—	—	—	—	—	—	—	—	2	1	—
—	—	—	—	—	—	1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	2
27	8	65	18	157	54	29	17	11	5	116	56	4	24	10	15	6	10	9	13	12	9	168	81	21
3	—	2	—	7	—	1	1	1	1	4	—	—	2	—	—	—	—	—	—	1	—	3	2	—
1	—	7	3	18	9	5	2	2	1	19	3	—	1	1	7	1	3	3	1	2	2	24	7	5
2	2	2	6	14	6	2	3	1	—	12	11	—	2	2	1	—	—	—	—	—	1	17	21	2
5	2	8	1	26	9	4	2	—	1	16	9	—	6	5	—	—	3	2	1	1	2	29	11	4
2	1	1	1	7	4	2	1	1	—	8	3	—	1	—	1	—	—	1	—	—	—	6	12	—
12	2	37	7	72	22	8	7	6	2	45	12	4	11	1	5	2	2	2	10	8	3	60	21	9
2	1	8	—	13	4	7	1	—	—	12	18	—	1	1	1	3	2	1	1	—	1	29	7	1
3	2	11	8	49	33	39	5	12	19	108	16	7	6	—	7	3	3	3	1	6	—	52	20	18
40	8	65	32	267	84	117	64	21	44	330	132	6	21	20	35	15	22	22	30	43	16	362	82	49
3	—	2	1	19	8	6	4	3	7	28	13	1	—	3	7	3	6	1	3	5	4	46	1	3
3	—	1	1	8	2	2	—	—	1	5	8	—	2	2	2	1	—	2	4	—	—	21	6	—
5	2	3	3	28	12	18	16	3	17	66	11	1	7	1	7	2	5	6	7	10	3	60	2	17
6	—	29	4	57	16	22	4	2	—	44	2	1	2	—	1	1	2	—	2	9	1	21	1	—
6	—	—	1	17	10	17	3	1	5	36	16	—	1	3	5	1	—	—	2	2	2	32	4	5
8	3	9	5	53	15	13	3	5	6	42	18	1	4	—	4	2	3	6	2	6	3	49	26	6
1	—	4	4	11	2	3	—	—	1	6	11	1	—	4	1	1	—	2	—	1	—	21	6	3
1	—	—	—	4	—	1	—	—	—	1	2	—	—	—	—	1	1	—	4	—	—	8	1	1
4	—	12	7	32	8	8	12	3	—	31	15	—	4	1	3	—	1	1	2	3	1	31	13	8
—	—	—	1	2	1	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2	—	—	—	7	—	—	1	1	—	2	2	—	—	1	—	1	1	4	—	—	—	9	—	1
1	3	5	5	29	10	27	21	3	7	68	34	1	1	5	5	2	3	—	4	7	2	64	22	5
162	27	46	148	612	204	160	232	83	100	779	115	79	72	2	32	19	90	23	50	69	25	576	69	35
3	—	—	2	7	3	3	1	1	1	9	—	1	3	—	—	—	—	—	1	2	—	7	4	—
159	27	46	146	605	201	157	231	82	99	770	115	78	69	2	32	19	90	23	49	67	25	569	65	35
14	16	41	22	157	93	55	35	28	12	213	77	27	24	24	24	40	11	35	10	32	10	314	19	30
1	2	—	2	24	20	25	5	9	5	64	18	2	5	6	4	5	4	5	5	12	2	68	3	17
2	1	—	2	10	4	2	4	1	1	12	10	2	1	7	1	5	—	16	—	1	1	44	3	2
—	1	9	2	15	12	4	6	1	—	23	4	3	10	1	2	5	2	1	—	2	—	30	1	1
—	—	2	—	4	3	—	—	2	1	6	5	1	—	—	—	2	—	—	—	2	2	12	—	—
10	3	5	1	24	15	2	5	2	—	24	9	2	2	—	11	3	1	3	2	3	3	39	11	1
—	—	—	—	1	1	—	1	—	—	2	1	1	—	—	—	—	—	—	—	—	—	2	—	1
—	—	—	—	—	—	—	1	1	—	2	2	—	—	1	1	1	—	—	—	—	—	5	—	—
—	6	13	—	36	16	12	5	5	2	40	15	12	1	1	1	10	—	5	1	2	1	49	—	5
—	1	7	—	9	3	3	—	1	—	7	—	1	1	1	—	1	—	—	—	3	—	7	—	—
—	—	—	—	—	1	—	1	—	1	3	1	—	—	—	—	—	—	—	—	—	—	1	—	—
—	—	—	—	—	5	—	—	1	—	6	3	—	—	2	—	2	—	—	—	—	—	7	—	—
—	—	—	—	—	—	1	—	1	—	2	1	—	1	1	1	—	—	—	—	—	—	4	—	—
—	—	2	—	4	—	—	—	1	—	1	1	—	1	—	1	—	—	1	—	—	—	4	—	—
—	1	2	15	25	12	5	6	3	2	28	4	2	1	2	—	—	4	1	2	6	—	22	1	1
1	1	1	—	5	1	1	1	—	—	3	3	1	1	2	2	6	—	3	—	1	1	20	—	2
10	3	7	30	77	33	20	12	5	8	78	18	6	3	2	3	8	11	4	3	4	4	66	5	7
7	2	1	11	38	17	15	5	1	4	42	16	4	1	1	3	5	8	3	2	4	3	50	3	3
—	1	5	—	7	2	1	—	—	1	4	—	—	—	—	—	2	—	—	1	—	—	3	1	—
2	—	1	18	30	14	4	7	4	2	31	2	2	2	1	—	—	3	1	—	—	1	12	—	4
1	—	—	1	2	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	2	—	—	—	—	—	—	3	—	6
1	—	2	—	5	2	4	2	—	2	10	5	—	—	—	—	—	2	—	—	—	—	7	—	1
149	125	291	117	927	446	829	304	243	376	2198	739	138	162	160	174	275	180	125	65	200	71	2289	289	25

[8] Includes students from Algeria, Angola, Basutoland, Belgian Congo, Comoro Islands, Cameroons (British), Madagascar, Mauritius, Mozambique, Northern Rhodesia, Nyasaland, Somaliland (Italian), Southwest Africa, Tangier, Togoland (French), and Tunisia. Detailed information on each country is available.

[9] Includes students from Cook Islands, Gilbert and Ellice Islands, Tonga and Western Samoa. Detailed information on each country is available.

† This figure represents the Hungarian refugee students reported by U.S. institutions.

* Students polled in the 1957-58 survey of foreign students were asked whether they would be interested in the possibility of employment with the overseas branch of an American business firm upon completion of their studies in the United States. The totals included here represent the numbers of students interested in such employment by field of interest.

TABLE VI

U. S. AND FOREIGN FACULTY MEMBERS: COUNTRY OF ASSIGNMENT OR HOME COUNTRY, FIELDS OF MAJOR INTEREST, 1957-1958

COUNTRY	TOTAL		Agriculture		Business Administration		Education		Engineering		Humanities		Medicine		Natural and Physical Sciences		Social Science	
	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.
TOTAL	**1,342**	**1,689**	**54**	**131**	**10**	**48**	**47**	**136**	**159**	**107**	**208**	**501**	**289**	**107**	**455**	**272**	**120**	**387**
FAR EAST	367	368	11	44	2	7	8	58	61	41	25	51	101	16	136	48	23	103
Burma	—	7	—	—	—	1	—	1	—	1	—	—	—	—	—	—	—	4
Cambodia	1	7	—	—	—	—	—	5	—	—	—	2	1	—	—	—	—	—
Ceylon	2	4	—	—	—	—	—	—	—	1	—	2	1	—	1	1	—	—
China[1]	30	7	1	2	—	—	1	1	9	—	3	1	5	—	10	1	1	2
Federation of Malaya	1	1	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	—
Hong Kong	1	4	—	—	—	—	—	—	—	—	—	1	—	—	1	1	—	2
India	123	80	1	16	1	1	2	13	19	9	5	15	27	4	56	4	12	18
Indonesia	10	59	—	3	—	2	—	4	1	19	—	2	8	2	1	19	—	8
Japan	141	45	2	2	1	—	—	5	27	4	13	16	41	3	53	6	4	9
Korea	11	11	—	1	—	—	—	2	—	—	—	2	7	2	4	3	—	1
Laos	2	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—
Nepal	—	3	—	—	—	—	—	2	—	—	—	—	—	—	—	1	—	—
Philippine Islands	26	37	2	13	—	1	—	9	2	3	4	4	9	—	6	3	3	4
Ryukyu Islands	2	7	—	1	—	—	1	3	1	—	—	1	—	—	—	1	—	1
Thailand	17	36	5	6	—	1	1	10	2	3	—	1	2	4	4	4	3	7
Vietnam	—	47	—	—	—	1	—	1	—	—	—	1	—	—	—	—	—	44
Far East[3]	—	13	—	—	—	—	—	1	—	1	—	3	—	1	—	4	—	3
NEAR and MIDDLE EAST	67	153	6	16	—	11	1	18	15	8	5	46	10	6	21	12	9	36
Afghanistan	—	9	—	3	—	—	—	3	—	—	—	2	—	—	—	—	—	1
Iran	8	21	—	2	—	1	—	2	2	1	—	4	2	2	2	2	2	7
Iraq	6	21	—	7	—	—	—	—	—	—	1	10	2	—	3	2	—	2
Israel	25	16	2	—	—	2	—	2	6	1	3	6	4	2	9	2	1	1
Jordan	—	1	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—
Lebanon	3	9	—	—	—	—	—	2	—	—	—	3	2	1	1	1	—	2
Pakistan	10	44	3	2	—	4	1	7	2	3	—	7	—	1	3	4	1	16
Syria	1	1	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1	—
Turkey	14	29	1	1	—	4	—	2	5	3	1	12	—	—	3	—	4	7
Near and Middle East[3]	—	2	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—
EUROPE	654	862	16	27	6	14	17	34	63	40	143	351	110	61	236	163	63	172
Austria	14	15	1	—	—	—	—	2	1	3	5	6	1	—	6	1	—	3
Belgium	4	11	—	—	—	—	—	—	—	1	—	3	2	1	2	5	—	1
Czechoslovakia	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—
Denmark	16	22	1	—	—	—	1	—	2	—	1	4	5	5	6	8	—	5
Finland	15	10	—	—	—	—	1	—	—	—	—	6	1	—	11	—	2	4
France	49	88	1	1	—	—	—	1	4	3	34	52	3	1	5	14	2	16
Germany	103	99	3	1	1	1	4	3	9	8	22	45	21	4	35	17	8	20
Greece	7	21	—	3	—	—	—	1	3	—	—	15	1	1	2	1	1	—
Hungary	4	—	—	—	1	—	—	—	—	—	—	—	—	—	1	—	2	—
Iceland	1	1	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—
Ireland	8	3	—	—	—	—	1	—	—	—	3	1	1	—	3	—	—	2
Italy	30	93	1	1	1	3	—	1	3	—	6	52	6	1	12	16	1	19
Lithuania[2]	1	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—
Luxembourg	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—
Malta	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Netherlands	39	34	4	7	—	1	3	2	—	4	3	5	6	1	21	3	2	11
Norway	22	17	2	1	—	—	—	1	3	—	3	3	7	—	4	3	3	9
Poland	4	—	1	—	—	—	—	—	1	—	1	—	1	—	—	—	—	—
Portugal	1	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—
Romania[2]	2	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—
Spain	37	34	—	—	1	—	1	4	15	—	11	25	4	—	1	1	4	4
Sweden	15	23	—	—	—	—	1	1	—	—	—	3	2	7	9	10	3	2
Switzerland	27	38	—	—	—	2	—	—	1	3	2	5	4	7	20	11	—	10
United Kingdom	248	177	2	7	2	—	4	6	20	6	49	50	45	22	92	47	34	39
Yugoslavia	5	2	—	1	—	—	—	—	—	—	1	—	—	—	3	—	1	1
Europe[3]	—	173	—	5	—	7	—	12	—	12	—	75	—	10	—	26	—	26
LATIN AMERICA	96	176	4	20	—	16	12	17	7	13	19	27	29	15	19	22	6	46
Caribbean, Total	13	14	—	—	—	—	1	1	2	—	3	5	1	—	4	3	2	5
Barbados	—	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—

COUNTRY	TOTAL To U.S.	TOTAL From U.S.	Agriculture To U.S.	Agriculture From U.S.	Business Administration To U.S.	Business Administration From U.S.	Education To U.S.	Education From U.S.	Engineering To U.S.	Engineering From U.S.	Humanities To U.S.	Humanities From U.S.	Medicine To U.S.	Medicine From U.S.	Natural and Physical Sciences To U.S.	Natural and Physical Sciences From U.S.	Social Science To U.S.	Social Science From U.S.
British Honduras	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Cuba	9	3	—	—	—	—	1	—	1	—	3	3	1	—	2	—	1	—
Haiti	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—
Jamaica	3	5	—	—	—	—	—	—	1	—	—	1	—	—	1	1	1	3
Martinique	—	1	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—
Trinidad and Tobago	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—
Caribbean[3]	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
Central America, Total	7	16	—	3	—	—	3	3	1	1	1	3	2	1	—	3	—	2
Costa Rica	1	3	—	—	—	—	—	1	—	1	—	—	1	—	—	1	—	—
El Salvador	1	2	—	1	—	—	1	—	—	—	—	1	—	—	—	—	—	—
Guatemala	3	3	—	—	—	—	2	2	—	—	1	1	—	—	—	—	—	—
Honduras	1	1	—	1	—	—	—	—	—	—	—	—	1	—	—	—	—	—
Panama	1	4	—	1	—	—	—	—	1	—	—	1	—	—	—	—	—	2
Central America[3]	—	3	—	—	—	—	—	—	—	—	—	—	—	1	—	2	—	—
Mexico	22	30	2	—	—	—	3	2	1	3	6	5	5	4	3	3	2	13
South America, Total	54	116	2	17	—	16	5	11	3	9	9	14	21	10	12	13	2	26
Argentina	19	8	—	1	—	—	1	—	2	—	2	1	9	—	4	1	1	5
Bolivia	2	8	—	—	—	2	1	1	1	1	—	1	—	—	—	—	—	3
Brazil	9	35	—	5	—	10	—	4	—	3	2	3	3	1	4	8	—	1
Chile	6	11	2	2	—	—	—	1	—	—	1	3	2	—	—	—	1	5
Colombia	9	14	—	5	—	—	—	—	—	3	3	—	6	5	—	—	—	1
Dutch Guiana	—	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ecuador	2	2	—	—	—	—	1	—	—	—	1	1	—	—	—	1	—	—
Paraguay	1	5	—	1	—	—	1	2	—	—	—	—	—	2	—	—	—	—
Peru	4	14	—	1	—	—	—	—	—	2	—	4	1	1	3	1	—	5
Uruguay	1	1	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	1
Venezuela	1	6	—	—	—	4	1	—	—	—	—	—	—	—	—	1	—	1
South America[3]	—	11	—	1	—	—	—	3	—	—	—	1	—	1	—	1	—	4
CANADA	73	6	10	1	—	—	3	—	4	1	11	1	20	—	19	2	6	1
AFRICA	30	46	1	12	—	—	2	6	5	1	3	6	9	4	5	7	5	10
Algeria	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—
Belgian Congo	—	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Egypt	17	3	1	—	—	—	—	1	5	—	3	2	4	—	4	—	—	—
Eritrea	—	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Ethiopia	—	10	—	6	—	—	—	1	—	1	—	1	—	—	—	1	—	—
Ghana	—	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liberia	1	4	—	1	—	—	1	1	—	—	—	—	—	1	—	—	—	1
Libya	—	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Morocco	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Nigeria	4	3	—	1	—	—	1	—	—	—	—	—	1	1	—	—	2	1
Southern Rhodesia	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Uganda	—	2	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Union of South Africa	8	3	—	—	—	—	—	—	—	—	—	1	4	1	1	1	3	—
Africa[3]	—	14	—	—	—	—	—	1	—	—	—	2	—	1	—	4	—	6
OCEANIA	55	41	6	6	2	—	4	3	4	2	2	5	10	3	19	12	8	10
Australia	47	24	5	2	—	—	2	2	4	1	2	3	10	1	16	8	8	7
New Guinea	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—
New Zealand	8	10	1	4	2	—	2	1	—	—	—	2	—	—	3	2	—	1
Oceania[3]	—	6	—	—	—	—	—	—	—	1	—	—	—	2	—	1	—	2
U.S.S.R.	—	3	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	1
Antarctica	—	4	—	—	—	—	—	—	—	—	—	—	—	—	—	4	—	—
All Others[4]	—	30	5	—	—	—	—	—	—	1	—	13	—	1	—	2	—	8

[1] These U.S. faculty members visited Taiwan.
[2] Faculty members from these countries have given home addresses in other countries (not the United States).
[3] U.S. faculty members listed here visited more than one country in these geographic areas.
[4] U.S. faculty members listed here visited more than one geographic area.

It will be noted that this publication does not report on all the data collected in each survey. Limited or no data are presented on the name and address, sex, sponsorship, academic status, field of interest and institution attended of the individuals in the groups reported on. Much of this information is recorded in the Roster of Internationally Trained Persons and is available to persons and organizations for research and identification purposes, subject to the approval of the Institute of International Education. Charges will be made to cover the cost of the preparation of special reports.

The INSTITUTE OF INTERNATIONAL EDUCATION is a private non-profit agency which administers exchange of persons programs for governmental agencies, foundations, private organizations, colleges and universities in the United States and abroad.

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Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

May 28, 1958

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York City

Dear Ed:

In case you have mislaid the statement regarding IIE's role in Cliburn's participation in the Tchaikovsky Festival, I am sending an extra copy.

We certainly hope that the Institute's participation in this program can somehow be brought in during your interview of Van on Friday night.

Sincerely,

Ken

Kenneth Holland
President

Enclosure

INSTITUTE OF
INTERNATIONAL EDUCATION
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April 21, 1958

Since so many inquiries have been received about the role of the Institute of International Education in the sponsorship of Mr. Van Cliburn and Miss Joyce Flissler as contestants in the recent International Tchaikovsky Piano and Violin Competition held in Moscow during March and April, a short statement of the sequence of events may be of interest .

In the fall of 1957 the International Tchaikovsky Competition Committee circulated to many schools of music in this country a brochure describing the event, together with entry blanks for those interested. In December, Dean Mark Schubart of the Juilliard School of Music indicated to the IIE that he thought the United States should be represented. It was agreed that the Institute would cooperate, and IIE formed a selection committee of five members to consider candidates. This committee consisted of:

Mr. David B. Wodlinger, IIE (chairman and coordinator)
Mr. Edwin Hughes, New York City (pianist and teacher)
Dean Mark Schubart, Juilliard School of Music
Dr. Carleton Sprague Smith, Curator of Music, New York Public Library
Mr. Isaac Stern (violinist)

A number of artists -- all of whom had to be between the ages of 18 and 30 -- were suggested and their qualifications were considered and evaluated by the Committee. Mr. Van Cliburn, pianist, of Kilgore, Texas, and Miss Joyce Fliessler, violinist, of New York City were invited to go to Moscow.

Inasmuch as the Soviet Government undertook to pay only the maintenance and return travel of contestants, the question of funds for travel to Moscow had to be resolved. The Institute approached Mr. Cesar Saerchinger, administrator of the Martha Baird Rockefeller Aid to Music Program and the committee of this organization agreed to provide $1,000 for each contestant to cover travel and incidental expenses to Moscow. Later, the committee added another $1,000 to take care of the expenses of Miss Flissler's accompanist, Miss Harriet Wingreen. Early in March the contestants left for Moscow. As is know, Mr. Cliburn placed first and Miss Flissler seventh.

In connection with this International Tchaikovsky contest, it should be noted that the contestant who placed ninth in the piano competition was Mr. Daniel Pollack of Los Angeles, California, one of those recommended by the Institute for a Fulbright award to Austria, where he is spending the academic year 1957 - 58 studying piano at the Vienna Academy of Music.

JV

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MEMORANDUM

May 19, 1958

TO: IIE Board of Trustees
IIE Educational Associates

FROM: Donald J. Shank

SUBJECT: Educational Exchanges Between the United States and the Soviet Union and Eastern Europe

With the signing of the Lacy-Zaroubin agreement on cultural exchanges between the United States and the Soviet Union, we are entering a period of expanding contact between East and West. While the prospect of increased contact has been welcomed by United States government leaders, educators, and numerous organizations in the exchange field, some concern has been expressed regarding community reception of cultural exchanges with Russia. At a recent meeting of the Institute's Advisory Committee of College and University Presidents, IIE was asked to collect and distribute copies of significant statements of endorsement of educational exchanges between the United States and the Soviet Union and Eastern Europe.

I am enclosing copies of these statements for your information and for use within your own academic community.

Advisory Committee of College and University Presidents (A)
Institute of International Education
1 East 67th Street, New York, N. Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE.

The following are excerpts from an address by VICE PRESIDENT RICHARD NIXON titled "A Peaceful Crusade for Freedom" delivered June 7, 1956 at Lafayette College:

"May I emphasize first the overwhelming importance of expanding our program for exchange of persons. This includes high school youngsters who spend a year living with American families and going to our schools, college and university students who get their degrees in American schools, and the leader program under which each week 50 or more foreign visitors -- leaders in business, government, labor, and education -- come to the U.S. as guests of our Government to talk with Americans who are in the same field as theirs. In this way our guests learn about us firsthand, correcting false impressions they may have had about us. It is particularly important that we expand this program in countries newly released from colonial status. Here the need for trained leaders is often the greatest. Many times students will graduate from a university and almost immediately take a high political position in their native lands.

"In discussing our need to win the war for men's minds, I have said little about direct contacts with the people behind the Iron Curtain. Today we can have such contacts almost for the asking. If the present trend continues in the Soviet Union and in many satellite countries, it will be possible to meet broadly with these peoples, to exchange ideas, to compare our respective ways of life.

"Many of my fellow Americans are rather skeptical about this new move. They suspect, with some justification, a hidden trick -- possibly a device to make communism respectable and to discourage the peoples held in submission by Red armies.

"I do not fully share this point of view. I think that the explosive power of freedom is greater than the combined effect of all the atomic and hydrogen weapons in the world today. Whatever be the motives behind these new moves, I think that in the long run the cause of freedom will be served by breaking through the Iron Curtain wherever an opportunity is presented."

Advisory Committee of College and University Presidents (B)
Institute of International Education
1 East 67th Street, New York, N. Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE.

The following report of recommendations by the NATIONAL SECURITY COUNCIL appeared in a March, 1957, issue of "Background", a publication issued by the Public Services Division of the Department of State:

"On June 29 President Eisenhower approved the recommendation of the National Security Council that the United States should engage in exchanges of persons with the countries of Eastern Europe, including the U.S.S.R.

"The President expressed the belief that such a program, 'if carried out in good faith and with true reciprocity,' could contribute to better understanding among the peoples of the world. The exchanges were to be along the lines of the 17-point program proposed to the U.S.S.R. by the Western Foreign Ministers at Geneva in October 1955.

"Several groups were exchanged under the program during the year, but following the repressive Soviet action in Hungary in the fall, officially sponsored exchanges with the U.S.S.R. were suspended by the United States. Exchanges with the other countries of Eastern Europe, however, were continued."

Advisory Committee of College and University Presidents (C)
Institute of International Education
1 East 67th Street, New York, N. Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE.

The following statement was adopted by the UNITED STATES ADVISORY COMMISSION ON EDUCATIONAL EXCHANGE at its meeting on September 9-10, 1957:

"The United States Advisory Commission on Educational Exchange, at its 36th meeting on September 9-10, 1957, gave consideration, at the request of the Department, to current problems of educational exchange as regards the countries of eastern Europe. Since the initial meeting of this Commission, it has given continuing attention to the subject of maintaining or developing personal contacts between the people of Communist-ruled countries in eastern Europe and the people of the United States. At the first meeting, in October of 1948, it adopted a series of recommendations pertaining to such contacts that were accepted by the Department. In accordance with the Commission's statutory responsibilities these recommendations were reported in the Commission's first quarterly report to the Congress on February 7, 1949, House Document No. 56. It is a matter of considerable gratification that through nearly a decade of tension -- during which the tides of cold war have flowed and ebbed with such momentous developments as the Korean war, the Geneva Summit Conference, and political upheavals in eastern Europe -- it is evident that policies followed by this Government have been consistent with the principles enunciated in these early Commission recommendations.

"It is true that for much of this period the existence of the Iron Curtain cut off all but official contacts, and in some cases even such contacts could not be maintained. When events forced at least a partial raising of that curtain, however, the Department of State endeavored, in accordance with Commission recommendations, to foster and facilitate exchanges carried out in cooperation with reputable American voluntary agencies. In line also with Commission advice, it has not until now considered that an official exchange program with this part of the world could be conducted under conditions that would justify the expenditure of public funds or satisfy the intent of Congress as expressed in the Smith-Mundt Act, that such a program must be carried out 'on the basis of reciprocity.'

"Recent events, however, have given evidence that the governments of eastern Europe may now be willing to cooperate in programs of exchange in the spirit of this act. It is certainly in the interest of this Nation and of the world that any willingness on their part should be welcomed by us and that advantage should be taken of it.

"It is in this context that the Commission approves the initiative taken by the Department in proposing to request funds of the Congress to enable it to conduct a program of exchange with the countries of eastern Europe. It is true that the program is a modest one, but it is a beginning. The Commission approves, moreover, the Department's intention to exercise caution and flexibility in its administration of any funds that may be granted. The last few years in particular have demonstrated that conditions can change rapidly in that area and are sometimes difficult to interpret; it is proper that any program of exchange should reflect changing conditions insofar as possible. In this connection, the Commission accepts the assurance

of the Department that exchanges will be carried out only as it is determined that this can be done on the basis of reciprocity, as Congress intended, and with adequate provisions for sufficient freedom of movement and protection of the educational content of such exchanges so as to warrant a reasonable expectation that the goals prescribed by Congress for these programs can be achieved.

"The Commission will continue to interest itself in developments affecting the opportunity for exchanges with eastern Europe, and may from time to time make further observations concerning these developments."

In acknowledging the recommendations on this subject contained in the above-mentioned report, the Department of State, under date of October 31, 1957, informed the Commission as follows:

"The Department shares the Commission's gratification that the policies followed by this Government for nearly a decade have been consistent with the principles of the Commission's early recommendations on this subject.

"In line with the advice in the Commission's current report, the Department will continue to explore any evident willingness on the part of the governments of eastern Europe to engage in an official exchange program which would justify the expenditure of public funds and satisfy the intent of the Congress as expressed in the Smith-Mundt Act.

"The Department and the Commission are in complete agreement on the proposition that such programs as may develop must warrant a reasonable expectation that the objectives which have been prescribed by the Congress can be achieved. If funds to conduct such a program should become available as a result of the Department's proposed request to the Congress, the Commission is again assured that such exchanges will be carried out only with adequate provisions for freedom of movement and protection of educational content."

Advisory Committee of College and University Presidents (D)
Institute of International Education
1 East 67th Street, New York, N. Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE

The following resolution was adopted by the Commission on International Understanding of the ASSOCIATION OF AMERICAN COLLEGES at the 44th Annual Meeting of the Association held January 7-9, 1958, at Miami Beach, Florida:

"We believe that ... our nation should promote student and professorial exchanges with all nations, including those nations with which no free exchange now exists.

"We believe that, in addition to this national program, member colleges of the Association should individually promote this kind of student and professorial exchange.

"We recommend ... that the officers of the AAC be instructed by the membership to take appropriate steps to present to the Congress of the U.S., a resolution urging that in addition to the exchange programs already in operation, our government invite as many as 5000 students and faculty members from countries in the newly established exchange programs."

The following resolution was adopted by the ASSOCIATION OF AMERICAN COLLEGES at its 44th Annual Meeting, January 7-9, 1958, Miami Beach, Florida.

"Be it resolved that the AAC reaffirm its belief that the freest possible exchange of knowledge and ideas among the scholars and peoples of the world is essential ... and in this belief urge the President and the Congress of the U.S. that, notwithstanding any other claims on our national resources, appropriations for international educational exchange programs be raised to the highest practicable level and that the opportunity to take part in such programs be extended to students and teachers from countries whose peoples have not hitherto had access to first-hand knowledge of American life and American ideals."

Advisory Committee of College and University Presidents (E)
Institute of International Education
1 East 67th Street, New York, N.Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES
AND THE SOVIET UNION AND EASTERN EUROPE.

The following are excerpts from a report which appeared in the New York Times on January 25, 1958 of a meeting between VICE PRESIDENT NIXON and Soviet Ambassador Georgi N. Zaroubin:

" 'I indicated,' Mr. Nixon said, 'that for several years I have been urging greater exchanges between this and all countries, including the Soviet Union, and that we should explore all possibilities of increasing this exchange.' ...

"The Vice President twice emphasized that the sort of exchange he had been discussing with Mr. Zaroubin was of non-government persons and that there had been no talk in his office of diplomatic exchanges. ...

"The Vice President made it plain that the details of his talk with the Russian would be given to the President."

Advisory Committee of College and University Presidents (F)
Institute of International Education
1 East 67th Street, New York, N. Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE.

The following is the text of remarks by PRESIDENT EISENHOWER at the ceremony commemorating the Tenth Anniversary of the Smith-Mundt Act, January 27, 1958.

"Mr. Allen, Mr. Apaloo, distinguished Members of the United States Senate:

"The Smith-Mundt Act was sponsored ten years ago by my good friend Senator Alexander Smith and Senator Karl Mundt who was then a Member of the House of Representatives. This Act forms the basic legislation for our government's overseas information and cultural exchange programs. These programs are an important part of our effort to convey to everybody in the world a simple basic truth: America wants peace.

"I personally testified before Karl Mundt's Committee, as he mentioned, some ten years ago on behalf of this legislation. I believed in it then and I believe in it now.

"Earlier, Senator William Fulbright had sponsored legislation to use the proceeds from the sale of some of our war material overseas for educational purposes. I am pleased that Senator Fulbright is also with us today and that the law which bears his name continues in force and vigor.

"Even more than that, I most heartily endorse and support the sentiments that Senator Fulbright has just expressed. I believe, with him, that the exchange of students -- to include under proper arrangements exchange of students coming from behind the Iron Curtains -- should be vastly expanded. In my opinion that program could have no other effect than to increase understanding and to make more secure the peace -- a just peace, that we all seek.

"Information and education are powerful forces in support of peace. Just as war begins in the minds of men, so does peace.

"The program supported by you three gentlemen will help to bring about international understanding, which is the surest way I know to bring about the lasting peace which the United States has always sought.

"I think it is a very important meeting when all of these Senators have come here today with Mr. Allen, each of them testifying before the American people and before the world of the value of the peaceful efforts of the United States in these important fields."

Advisory Committee of College and University Presidents
Institute of International Education
1 East 67th Street, New York, N. Y.

(G)

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE.

The following excerpt constitutes section VII of a letter from PRESIDENT EISENHOWER delivered to Marshal Nikolai A. Bulganin, Chairman of the Soviet Council of Ministers, on February 17, 1958:

"Our two nations are both now exploring and seeking to learn the truth about outer space. But is it not more important to learn the truth about each other? The ambassadorial agreement concluded between our Governments on Jan. 27, 1958, points in this direction. It contemplates exchanges that, it is said, 'will contribute significantly to the betterment of relations between the two countries, thereby contributing to a lessening of international tension.' I hope that we shall make full use of that agreement. But, for the most part, it deals with exchanges of technicians and specialists in various fields. Would it not be well if in addition, leaders of thought and influential citizens within the Soviet Union should come to visit the United States, not to acquire technical knowledge but rather to learn at first hand the feeling of our people toward peace and the working of our popular institutions as they affect our conduct of foreign relations? Most of the Soviet citizens who exert an influence are strangers to this country with, I fear, totally false conceptions. These misconceptions I should like to see corrected in the interests of better relations. I can assure you that groups of qualified citizens of the U.S.S.R. coming here for the purpose I describe would receive every facility to learn about our country and our people and the working of our political institutions.

"I feel also that we need particularly to be thinking not only of the present but also of the future and of those, now young, who in a few years will be carrying heavy responsibilities that our generation will pass on to them. I think our young people should get to know more about each other. I strongly feel that the recent agreement for the exchange of twenty to thirty students a year is a small step in the right direction, but woefully inadequate. I may write you further on this topic."

Advisory Committee of College and University Presidents (H)
Institute of International Education
1 East 67th Street, New York, N. Y.

TOPIC: EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND THE SOVIET UNION AND EASTERN EUROPE.

The following letter of March 3, 1958 from Dr. Arthur S. Adams to Secretary Dulles states the views of the Commission on Education and International Affairs of the AMERICAN COUNCIL ON EDUCATION, as expressed at the February 20-21 (1958) meeting of the Commission:

"The broadening of cultural contacts between the United States and other nations as a means of insuring a peaceful world has been a long-time concern of the Council's Commission on Education and International Affairs.

"The members of the Commission have been aware of many of the obstacles to such contacts with Eastern Europe communist countries and, for this reason, they are fully appreciative of the importance of the technical, cultural, and educational program made possible by the agreement recently concluded between the United States and the Soviet Union. They have asked me to express to you their gratification that this beginning has been made and their strong belief that the American educational community is not only sympathetic but also anxious to participate. In this connection it is their hope that over a period of time institutions throughout the country will be given an opportunity to cooperate in making the program a success.

"The Commission has been impressed by the effective efforts of Ambassador William S. B. Lacy and the East-West Contacts staff not only in connection with the agreement but also with regard to the relaxation of finger-printing requirements, of travel restrictions, and of other restrictions which originally constituted barriers to effective programs with the Soviet Union. Their cooperation with American institutions have been noteworthy.

"I should like to include the Commission's suggestion that the Department of State seek ways to make known to the American people the Government's affirmative policy toward exchanges with Russia. Departmental officers have advised us that since the official program is to be a small one, privately sponsored exchanges and private hospitality throughout the nation will do much to supplement and thus to help achieve the objectives of the official program. It is suggested that a statement of encouragement from the Government on this specific point would do much to increase the level of private activity. In the meantime, the Council will keep its member institutions and organizations continuously informed of public developments concerning the new agreement and related matters. We will be glad to assist in any other way that we may appropriately contribute to the Department of State's significant undertakings."

I I E.

Institute of International Education
1 East 67th Street
New York 21, New York
PHONE: LEhigh 5-3400

AGENDA

IIE Public Relations Advisory Committee Meeting
April 16, 1958
4:00 P.M. -- Duggan Room

I. Introduction -- Mel Brorby, Chairman

II. Report on specific PR problem -- Don Shank

III. A look at IIE development -- Larry McFaddin

PLEASE CALL JAN HALLER IF YOU CANNOT MAKE THIS MEETING

Public Relations Division

Staff Progress Report -- January 1, 1958 - March 31, 1958

News Media

Thirteen news releases were sent out during this period. The four biggest stories received were:

(1) Article by Kenneth Holland on U.S.-Soviet exchange in the Herald Tribune (story ran 60 column inches).

(2) Article in Herald Tribune on Summer Study Abroad which was also picked up by the Chicago Sun-Times and the Colorado Springs Free Press (story with pictures ran more than one-half a page).

(3) Kenneth Holland's trip to Houston and Oklahoma was well covered with 16 different news stories and announcements before and after his addresses (total column inches was 156).

(4) United Press story on New York City's famous homes which gave biggest play to IIE. This was a 14-inch story sent out nationally on the UP wires.

A press conference was held for Vice President Albert Sims on his return from world trip including a visit to Rumania. An Associated Press reporter, a New York Times photographer and a U.S.I.A. representative came to the conference. A story and picture in the New York Times and a special story is to be done later by the Herald Tribune.

Total column inches sent to us by our clipping service during this period came to 1,522.

Magazines

The article on IIE's roster which appeared in Business Week was picked up and used in the Brazilian Business Week magazine.

Worked on three magazine promotions with Mademoiselle, New York Times Magazine section and Parade. The Mademoiselle writer is now interviewing in the midwest and will go to Europe to finish the story. The Parade piece was finally turned down and the New York Times article is still indefinite.

A great deal of time and effort in meetings, interviews, and searching through files has been made to gather material for a series of presentations to magazines on stories about IIE for our anniversary year.

Radio-TV

Placed Kenneth Holland as special guest on New York Times Youth Forum on Channel 5 April 6. The topic was "Will Soviet-American Student Exchange Aid Peace?"

Have been working with WRUL, short wave station to Latin America, on an IIE series. So far WRUL has broadcast three 15-minute shows on IIE and will do several more during the next few weeks. WRUL's estimated listening audience is five million listeners.

Worked with Omnibus on a special Soviet Union educational program which did not materialize because the Soviet Union would not cooperate.

Have had several shows on Radio Free Europe.

Specialized Publications

Wrote a 2,000-word article on Soviet education for Kenneth Holland's signature for School and Society and also wrote another 1,500-word piece on Latin American exchange for Mr. Holland's signature for La Prensa. Wrote five separate 700-word pieces as part of a series on IIE and its work for the Denver Junior League Magazine. Wrote a 1,000-word article on exchange for the Encyclopaedia Britannica.

Speeches

Revised Kenneth Holland's material on the Soviet Union to form three different speeches. Also cooperated with the Houston office on publicizing these speeches.

Miscellaneous

Gave out information on exchange in general and IIE programs to fill more than 24 telephone and written queries.

Set up flag raising ceremony which was covered by the Daily News, U.S.I.A. and IIE-appointed photographer.

Set up two different photo assignments and service pictures in answer to requests.

Have worked on special promotion with the Smithsonian Institution for the Fulbright design and paintings show which will open in New York City and then go on tour of the country this year.

Mailing list in 20 categories have been revised and brought up to date.

The Public Relations Advisory Committee met in February. There is a new member of the Committee. He is Richard Nimmons, Vice President of Ivy Lee & Ross.

September 30, 1964

Honorable Donald Wilson
Deputy Director
United States Information Agency
1776 Pennsylvania Avenue
Washington, D. C.

Dear Don,

This is a small item and I don't know what to do with it. It's a financial statement from the Institute of International Education and has to do with funds provided by Sig Larmon and myself, in order that the Director of the Foreign Correspondents Center could do a modest bit of entertainment. You will note that the Unexpended Funds amount to $177.54.

I can no longer contribute to the fund. I don't know whether Sig Larmon would like to continue.

In short, I just don't know what to do with this great financial problem. Maybe you would prefer simply to tell the Institute of International Education to pay all of the unexpended balance and wipe it out. Whatever you do will be fine with me.

As ever,

Yours,

Edward R. Murrow

ERM/mph
encl.
cc: J. Seward
K. Holland

Institute of International Education
809 UNITED NATIONS PLAZA, NEW YORK, N.Y. 10017

office of the president

September 21, 1964

Mr. Edward R. Murrow
Glen Arden Farm
Pawling, New York

Dear Ed:

I hesitate to bother you with this but I believe that we should send the attached report to you as the sponsor of this special fund for the Foreign Correspondence Center. If it should now go to someone else, please let me know.

We have, of course, been pleased to administer this fund, and I am certain that it has been very useful.

With best wishes.

Sincerely yours,

Ken

Kenneth Holland

Attachment

TELEPHONE: TN 7-0400; CABLE ADDRESS: "INTERED"; U. S. REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D. C.
OVERSEAS OFFICES: NAIROBI, KENYA; LIMA, PERU; BANGKOK, THAILAND

BIRTHDAY PARTY TELECAST
FOR PRESIDENT EISENHOWER

President Eisenhower has become a symbol of peace and international friendship to peoples around the world. He has already warmly endorsed exchange of persons through the People-to-People program and other activities. It is both appropriate and worthwhile that this image be perpetuated after he leaves office. One of the ways this can be done is to honor him each year on his birthday in October by staging a nationally televised program which would raise funds for the exchange of persons program. This has been informally discussed with the President by Kenneth Holland of the Institute of International Education.

The "television special" would be an hour long network commercially sponsored show utilizing the talents of some of the outstanding entertainers identified with cultural exchange, such as Marian Anderson, Louis Armstrong, Leonard Bernstein, Van Cliburn, Benny Goodman, Danny Kaye, etc. These artists would serve both to pull an audience and to help tie together, with performance and narration, a dramatic documentary presentation of the values of such exchange. In order to create the feeling in the audience of the need for exchange, and of the value of contributions the viewers can make, selected foreign and U. S. students would appear to present brief filmed actual examples of the results of exchanges. These might include the story of a U. S. educated African doctor operating a new clinic in a remote village, offering the fruits of modern medical knowledge to young children; or perhaps a film of a new school in Uruguay and the children being given a new world through education, new self-determination through the understanding of what they can do for themselves -- all through the help we give by educating their teachers. Available are scores of dramatic stories of developments in Asia, Africa and Latin America that stem directly from U. S. educational exchange. The program would, of course, feature a brief statement from President Eisenhower himself.

Proceeds could come from a contribution by the commercial sponsor and by public solicitation of contributions from the viewers. The net income should be used for various types of international scholarships -- sending Americans abroad and bringing foreign students here.

I. I. E.

INSTITUTE OF INTERNATIONAL EDUCATION

800 SECOND AVENUE, NEW YORK 17, NEW YORK • TN 7-0400

DIAMOND BALL, FIFTH GLOBAL GALA
Mrs. George A. Braga, Chairman
Mrs. Arthur A. Houghton, Jr., Co-Chairman
Mrs. Edward M. M. Warburg, Co-Chairman
Mrs. Maurice T. Moore, Honorary Chairman

COMMITTEE CHAIRMEN
Mrs. Edward F. Hutton,
Reception and Decorations
Mrs. George D. Woods, Foreign Students

February 10, 1964

Dear Ed:

I want to tell you how much we missed you and Janet at the Fifth Global Gala on January 29th. David Ogilvy, who was our Master of Ceremonies, paid tribute to you as a former director of IIE and good friend of everyone present. We all shared his warm sentiments.

I'm sure that you will be pleased to hear that the Ball was a great success; most people agree that it was one of the best - and our approximate $50,000 net profit for the Institute attests to the financial success of the Benefit.

I hope you are enjoying your stay in California and I am looking forward to seeing you in the near future.

With my warmest regards to you and Janet.

Sincerely yours,

Ken

Kenneth Holland
President

Mr. Edward R. Murrow
5171 Manning Place, N.W.
Washington 16, D.C.

I. I. E.

WESTERN UNION TELEGRAM

R 0B050

SYC025 SY WA261 PD WASHINGTON DC 14 1033A EST

EDWARD R MURROW

9503 LA JOLLA FARMS RD LAJOLLA CALIF

1500 IIE CONFEREES MISS YOUR MASTERFUL TOUCH AS CHAIRMAN, NEED YOUR SOUND ADVICE, AND LACK YOUR INSPIRING PRESENCE. ALL WISH YOU A SPEEDY RECOVERY

KENNETH HOLLAND

1500 IIE

(48).

INSTITUTE OF INTERNATIONAL EDUCATION
800 SECOND AVENUE at 42nd STREET, NEW YORK, N.Y. 10017 • TN 7-0400
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.
OVERSEAS OFFICES: NAIROBI, KENYA; LIMA, PERU; BANGKOK, THAILAND
CABLE ADDRESS "INTERED"

IN REPLY PLEASE REFER TO

February 4, 1964

Mr. Edward R. Murrow
5171 Manning Place, N.W.
Washington 16, D.C.

Dear Ed:

I was so sorry that it was necessary for you to step down from the Directorship of USIA, a post to which you brought so much wisdom and energy and which you filled with distinguished success. All of us here at the Institute have always taken a great deal of pride in your achievements, in the fact that you once worked for the Institute, that you are a member of our Board of Directors, and in your continuing interest in our work and developments. Because of our long personal association, I perhaps feel this emotion even more strongly. It must have been a painful and difficult decision for you to make, but a very wise one; and we all know that your rest in California will result in your complete recovery.

I hope that, on your return, your schedule will permit you to spend some time in New York. We would certainly like to see you and to show you our new building. I hope too that you might enjoy working with us on some phases of our program development and public relations plans. Your ideas and assistance would be a very real help to us. We are planning many activities to celebrate the move to the Institute's new building, many of which I think would interest you. Most important, of course, is that you regain your health and come to call on us for a personally guided tour through the new Center for International Education.

Mary, Marcia and all the other Hollands join me in sending best wishes to you and Janet.

Sincerely yours,

Ken

Kenneth Holland
President

INSTITUTE OF INTERNATIONAL EDUCATION
800 SECOND AVENUE, NEW YORK 17, N. Y.

June 18, 1963

Congressman Donald C. Bruce
Congress of the United States
House of Representatives
Washington, D.C.

Dear Congressman Bruce:

In accordance with your request, I am sending you the names of the men and women who attended the special summer program at the University of Moscow in 1934.

The applications of these individuals were destroyed many years ago in accordance with our usual policy of controlling our files. We do not, therefore, have addresses for any of these people.

Sincerely yours,

Donald J. Shank
Executive Vice President

Enclosure

hand-carried by-- 6/25

ALBERT N. JORGENSEN
DIRECTOR, WASHINGTON OFFICE
INSTITUTE OF INTERNATIONAL EDUCATION, INC.

MERIDIAN HOUSE
1630 CRESCENT PLACE, N. W.
WASHINGTON 9, D. C.

DUPONT 7-4545

C O P Y

CONGRESS OF THE UNITED STATES

HOUSE OF REPRESENTATIVES

WASHINGTON, D.C.

June 14, 1963

Mr. Donald J. Shank
Executive Vice President
Institute of International Education
800 Second Avenue
New York 17, New York

Dear Mr. Shank:

Pursuant to your letter of Febfuary 21, 1963, I have been in contact with the Library of Congress in an effort to obtain the names of the Americans who were instructed in Moscow in 1934. Unfortunately, the Library has either misplaced or discarded the list of names which you sent to them. This hardly ever happens in the Library and was probably just an oversight on the part of one of their employees.

Since I cannot obtain the names from the Library, I would appeciate it if you could check through your past files and find this information for me. I am very sorry that I have to make this request, but it appears as if you are my last hope in this matter.

Thank you so much for all your help and cooperation in this matter.

Sincerely,

Donald C. Bruce, M.C. (signed)

DCB/ph

Sen CBS

INSTITUTE OF INTERNATIONAL EDUCATION
800 SECOND AVENUE, NEW YORK 17, N. Y.

KW

February 21, 1963

Congressman Donald G. Bruce
Congress of the United States
House of Representatives
Washington, D.C.

Dear Congressman Bruce:

I have your letter of February 10th regarding the names of Americans who went to the special summer program at the University of Moscow in 1934. As I told your assistant when she telephoned, all of our files before 1950 are in dead storage. This situation is complicated by the fact that we are now in temporary office headquarters pending the completion of our new headquarters building.

I hope therefore that your assistant will check again with the Legislative Reference Service of the Library of Congress. On September 7, 1960, I wrote to Mr. Hugh L. Elsbree, Director, Legislative Reference Service, transmitting the names which were available in our files. This was acknowledged by Mr. Elsbree on September 28, 1960. Perhaps with this clue, the Legislative Reference Service can supply the material.

As I recall it, our files yielded only some 90 names. The summer session of 1934 was, of course, one of many in England, France, Germany and Austria which the Institute sponsored. We have never attempted to catalog participants in summer schools as we have the 50,000 U.S. and foreign students with whom we have worked on regular academic year programs during the past 44 years.

If we can be of further service to you, please let me know.

Sincerely yours,

Donald J. Shank
Executive Vice President

Dear Ed —
If the Library doesn't find the list, we will, of course, pull it out of the files
DJS

cBS

E. R. M.

Donald Shank - IIE - wants you to know that this matter is brewing again. Mrs. Hutchinson, Assistant to Congressman Donald Bruce, has asked him for the "list of ~~ha~~ 149 Americans that Mr. Murrow sent to Moscow in 1934." Mr. Shank told her that over the years the list has been turned over to the appropriate Congressional committees. She is to write a letter specifying exactly what she wants. Shank will report to you.

db 2/8

5171 Manning Place, n.w.
Washington 16, D. C.

May 4, 1962

Dear Mrs. Wiseman:

When I can find a moment from my duties in Washington, I try to keep abreast of developments at the Institute of International Education. One of the pleasant pieces of news that I have recently learned from Pearl Purcell concerns your interest in the Institute. Pearl gives me some credit for this and traces it to that conversation which you and I had when we were fellow passengers on a transatlantic flight. If this is so, I am flattered. But I am sure that the truth is that you are drawn to the work of the Institute because you recognize its importance and because you appreciate the ability and dedication of its staff, of which Pearl is representative.

I do hope that it will be possible for you to assist IIE's work in California, and I hope, too, if you will permit me to say so, that you will find it possible to assist the Institute with financial support. As you know, the demand for the Institute's services has grown steadily in recent years; so much so that it has literally outgrown its headquarters. It is now engaged in an effort to raise $4,500,000 for its new Center for International Education on the United Nations Plaza. The need for this new headquarters is most urgent for without the facilities it will provide, the Institute will be seriously handicapped in its activities. If you are at all inclined to contribute to the Institute, I assure you that you could do nothing more constructive than to help it succeed in this undertaking.

I hope very much that you will become one of the Institute's active friends and supporters and that in the course of your activities, we shall have an opportunity to meet again.

With best wishes,

Sincerely yours,

Edward R. Murrow

May 3, 1962

Dear Ken,

I am attaching the letter to Mrs. Wiseman -- good luck.

Sincerely,

Edward R. Murrow

Mr. Kenneth Holland
President
Institute of International Education
800 Second Avenue at 42nd Street
New York 17, New York

rlp 4/3/62

INSTITUTE OF INTERNATIONAL EDUCATION
800 SECOND AVENUE at 42nd STREET, NEW YORK 17, N. Y. • TN 7-0400
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.
CABLE ADDRESS "INTERED"

~~P.L.P. please~~

Ok to send on personal paper as from Lemmy Place

April 27, 1962

Mr. Edward R. Murrow
5171 Manning Place, N.W.
Washington, D.C.

Dear Ed:

You may remember a Mrs. Eve Wiseman, who, as a result of a conversation with you about two years ago on a transatlantic flight, developed an interest in the Institute. She attended our San Francisco Conference in 1960 and has visited several times with Pearl Purcell, most recently this week on her return from an extended trip to Europe and Israel. She has expressed a keen interest in doing volunteer work in our San Francisco office. She has suggested the possibility of making a substantial financial contribution to our work and perhaps to the new building. I am, as you can appreciate, anxious to enlist useful volunteers. But even more important, I confess, I am anxious to raise the funds we need for our new building. I thought that a letter from you to Mrs. Wiseman, who admires you greatly, along the lines of the attached, might prove effective. I hope you will feel free to write her. Needless to say, I will be grateful.

Sincerely yours,

Ken

Kenneth Holland
President

Dear Mrs. Wiseman:

When I can find a moment from my duties in Washington, I try to keep abreast of developments at the Institute of International Education. One of the pleasant pieces of news that I have recently learned from Pearl Purcell concerns your interest in the Institute. Pearl gives me some credit for this and traces it to that conversation which you and I had when we were fellow passengers on a transatlantic flight. If this is so, I am flattered. But I am sure that the truth is that you are drawn to the work of the Institute because you recognize its importance and because you appreciate the ability and dedication of its staff, of which Pearl is representative.

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Eve Wiseman

I hope very much that you will become one of the Institute's active friends and supporters and that in the course of your activities, we shall have an opportunity to meet again.

With best wishes,

Sincerely yours,

Edward R. Murrow

NATIONAL SCREENING COMMITTEE -- 19610 1962

ARCHITECTURE -

Chairman:

Dr. G. Holmes Perkins (1)
Dean of the School of Architecture
University of Pennsylvania
Philadelphia, Pennsylvania

Mr. Richard S. Ayers (1)
Meyer and Ayers, Architects
Federal Land Bank Building
St. Paul and 24th Streets
Baltimore, Maryland

Christopher Tunnard **
Associate Professor of City Planning
Yale University
New Haven, Connecticut
(Research grant to Paris 1955)

Alternates:

Mr. Henry Stern Churchill *
204 West Rittenhouse Square
Philadelphia, Pennsylvania
(B. Arch. Cornell 1915, M. Arch. 1916, practicing Architect since 1923; member Thompson & Churchill, until 1932, consultant architect & city planner-Churchill Fulmer Association, New York City, member American Institute of Planners, author of "The City is the People" 1945)

Mr. Gordon Bunshaft *
Skidmore, Owings and Merrill
425 Park Avenue
New York 22, New York

Mr. George Fred Keck *
612 North Michigan Avenue
Chicago 11, Illinois
(Born 1895; B.S. University of Illinois 1920; designer, Chicago Arch. offices, 1920-26; Instructor of Design, University of Illinois, 1923-24; Architect, Chicago 1926-; Head, Department of Architecture, Institute of Design, Chicago, 1938-43;)

Prof. John Tasker Howard **
Head, Department of City Planning
Massachusetts Institute of Technology
Cambridge, Massachusetts
(Professor of C.P., in charge of Department; b. Paris, France; Antioch College, 1928-31; BFA Yale 1932, B. Arch Mass. Inst. Tech. 1935, M. City Planning Western Reserve, 1939-49; India 1949, assoc. prof. 1949-57 Mass. Inst. Tech. prof. and head of department since 1957)

ARCHITECTURE (continued)

Alternates (continued)

Mr. Robert C. Weinberg (1)
400 Madison Avenue
New York 17, New York

Paul Heffernan **
Director, School of Architecture
Georgia Institute of Technology
Atlanta, Georgia
(B.S. Iowa State College, M.S. in architectural engineering from Iowa State College. Attended Foundation for architecture and landscaping, Lake Forest. Harvard Graduate School of Design. Ecole-Beaux Arts 1935-38; Frederic W. Sheldon Fellowship 1935; Julian Amory Appleton Fellowship 1935; 28th Paris Prize for architecture 1935)

Robert B. Newman **
Associate professor of Architecture
Massachusetts Institute of Technology
Cambridge, Massachusetts
(Fulbright lecturer in Architecture, 1958, to Royal Academy of Fine Arts, Copenhagen, Denmark)

Paul Marvin Rudolph **
Chairman, Department of Architecture
Yale University
New Haven, Connecticut
(Bachelor of Architecture, Alabama Polytechnic Institute, Masters at Harvard University)

NATIONAL SCREENING COMMITTEE -- 1961-1962

ART HISTORY -

Chairman:

Dr. Laurence E. Schmeckebier (1)
Director of the School of Art
Syracuse University
Syracuse, New York
(University of Marburg, University of Munich, book on Italian Renaissance)

Prof. Julius S. Held (1)
21 Claremont Avenue
New York 27, New York
(Flemish and Dutch painting, studied Berlin, Vienna, Freiburg)

Dr. John McAndrew (1)
Department of Art
Wellesley College
Wellesley, Massachusetts
(Anthropology and history, Latin American experience, lectures in India, Latin America, exchange)

Alternates:

Dr. Edith Porada (2)
Department of Art & Archaeology
Columbia University
210 East 38th Street, New York, New York
Archaeology

Prof. Francis D. Martin *
Department of Philosophy
Bucknell University
Lewisburg, Pennsylvania
(U. S. Research Scholar to Italy 1957-58, 58-59, PhD. 1949 Chicago. Author: "A Note on the Teaching of Ethics" "Unrealized Possibility in Aesthetic Experience")

Prof. Rudolf Wittkower *
Head, Department of Fine Arts
Columbia University
New York, New York
(PhD. Berlin 1923; Res. Asst. Hertziana Rome 1923-28; staff member, Warburg Institute 1933-56; Prof. Hist. of Art. University College London 1949-56; Columbia 1956)

Prof. Bernard S. Myers *
College of the City of New York
New York, New York
(Lecturer in Art , visiting Asst. Prof. Univ. of S. Cal.)

Prof. Harry Bober (Listed as alternate on Belgium)
Associate Professor
Institute of Fine Arts
New York University
New York, New York
(Honorary Fellow, The Warburg Institute, University of London, Lecturer on Medieval Art)

NATIONAL SCREENING COMMITTEE -- 1961-1962

CINEMATOGRAPHY AND RADIO/TELEVISION - Meeting to be held in New York City

Chairman:

Mr. Bosley Crowther (1)
Screen Critic
New York Times
229 West 43rd Street
New York, New York

Mr. Louis de Rochemont (1)
280 Madison Avenue
New York, New York

Mr. Stewart Wilensky **
Film Editor
Columbia Broadcasting System News
240 Waverly Place
New York 14, New York
(Fulbright to Austria in Cinematography)

Alternates:

Dr. Robert P. Crayford *
Head, Radio & Television Division
Department of Speech
Queens College
Flushing Long Island, New York
(Worked in theatrical teaching and established educational television station in Michigan)

Mr. Lawrence Creshkoff *
426 West 27th Street
New York, New York
(Lowell Institute of Cooperative Broadcasting, Boston, Mass Interest: Educational Radio & Television; Fulbright Research Scholar to Paris, 1953-54, Director, Chelsea closed circuit television project)

Mrs. Dorothy Culbertson **
Producer,
"Continental Classroom"
National Broadcasting Company
Rockefeller Center
New York, New York

NATIONAL SCREENING COMMITTEE -- 1961-1962

COMPOSITION - Meeting to be held in New York City

Chairman: Mr. Peter Mennin (1)
Director, Peabody Conservatory of Music
Baltimore, Maryland

Prof. Quincy Porter *
Yale School of Music
New Haven, Connecticut
(Composer, music educator, AB Yale 1919, Music B. 1921; Hon. Doc. Music at Rochester 1944; studied with Horatio Parker, d'Indy and Ernest Bloch; Yale since 1946, Guggenheim 1929-31; Pulitzer Prize 1953; composer of orchestra and chamber music.)

Mr. Aaron Copland **
Shady Lane Farm
Ossining, New York
(Composer, studied with Nadia Boulanger - Paris 1921-24, Returned to United States 1924, Guggenheim Fellowship 1925-27.

Alternates:

Prof. Walter Piston **
Music Department
Harvard University
Cambridge 38, Massachusetts
(A.B., Mus. Doc.; professor of music, Harvard University since 1944. John Knowles Paine fellowship 1924-26. Guggenheim Fellowship; Pultizer Prize 1948 for Symphony No. 3.

Prof. Irving Fine *
Music Department Brandeis University
Waltham 54, Massachusetts
(Guggenheim 1951-52; B.A., M.A. at Harvard; Fulbright Research Fellowship; National Institute of Arts & Letters Award; both pianist and conductor with Boston Symphony Orchestra, Igor Stravinsky and Aaron Copland; since 1946. Member of the faculty of Berkshire Music Center)

Mr. John Edmunds *
Americana Collection
Music Division, The New York Public Library
Fifth Avenue and 42nd Street
New York 18, New York
(Fulbright Research Scholar to England - Purcell; Italian Government Award)

Mr. Henry Cowell **
New School for Social Research
New York, New York
(Rockefeller Grant for travel in Asia 1956-57, Guggenheim to Berlin 1931-32, Compositions performed by Boston Symphony, Philadelphia Symphony, Berlin, New York, Founder and Editor of New Music Edition.)

Mr. Elliot C. Carter, Jr. **
31 West 12th Street
New York, New York
(Composer, teacher of Music Theory & Composition at Peabody Conservatory 1936-48; Associate Professor at Columbia 1948-50; Guggenheim 1945-46; 1950-51; American Composers Alliance prize for quartet 1943; Prix de Rome)

NATIONAL SCREENING COMMITTEE -- 1961-1962

CONDUCTING - Meeting to be held in New York City

Chairman:

Mr. George Schick (1)
230 West 79th Street
New York 24, New York

Mr. Newell Jenkins (1)
4 East 12th Street
New York, New York

Prof. Carl Bamberger (1)
Mannes School of Music
157 East 74th Street
New York 21, New York

Alternates:

Mr. Frederic Waldman (1)
Associate Director of the Juilliard Opera Theater
Juilliard School of Music
120 Claremont Avenue
New York, New York

Mr. Robert Shaw *
Associate Conductor
Cleveland Symphony Orchestra
Cleveland, Ohio
(Guest Conductor CBS, NBC, ABC Symphony Series; Director, Choral Music Berkshire Music Center 46-49, Founder and Director, Collegiate Chorale, Founder and Conductor, Robert Shaw Chorale 1948; Awards: National Association of American Composers and Conductors; Guggenheim Fellow)

Mr. Thomas Schippers **
New York City Opera Company
136 West 56th Street
New York, New York
(born Kalamazoo, Michigan 1930; Public concert as a pianist at 6; was church organist at 14. Studied at the Curtis Institute, Philadelphia 44-45; privately with Olga Samaroff 46-47. Won 2nd prize in the young conductors' contest of the Philadelphia Orchestra, 1948; debut as conductor with the Lemonade Opera Co., NY, 1848; he directed the premiere of Menotti's opera "The Consul" NY '50, and the television premiere of "Amahl and the Night Visitors" 51. Guest conductor with the NY Philharmonic '55, the youngest to conduct this organization. Debut at the Metropolitan Opera '55, also the youngest musician to conduct there; was guest conductor at La Scala, Milan in 1955.)

NATIONAL SCREENING COMMITTEE -- 1961-1962

DANCE - Meeting to be held in New York City

Chairman:

Mr. Jose Limon (2)
Hotel Ruxton
50 West 72nd Street
New York 23, New York

Mr. John Butler (1)
1125 Sixth Avenue
New York, New York

Mr. Jerome Robbins *
17 51st Street
Weehawken, New Jersey
(Choreographer for plays like "Look Ma, I'm Dancin'", "On the Town", "Billion Dollar Baby", "Miss Liberty", "Call me Madam", "Fancy Free" and movies like the "King and I", "Ballets USA" at Spoleto) Listed as alternate 1960-61.

Alternates:

Miss Jean Erdman (3)
136 Waverly Place
New York, New York

Miss Valerie Bettis **
Juilliard School of Music
New York, New York
(Solo Tour of South America 1946, dancer in Broadway, off-Broadway productions, TV, etc., choreographer of ballet version of Streetcar Named Desire, on faculty of New School, Juilliard Faculty 1957-)

NATIONAL SCREENING COMMITTEE -- 1961-1962

DRAMA - Meeting to be held in New York City

Chairman:

Miss Mildred Dunnock (2)
34 Gramercy Park
New York 3, New York

Mr. Stuart Vaughan (1)
Director and Producer of the Phoenix Theatre
Second Avenue and 10th Street
New York, New York

Mr. Herbert Machiz **
American Theatre Wing
7 Lexington Avenue
New York, New York
(Broadway Producer)

Miss Jacqueline Brooks **
c/o Actors Equity Associstion
226 West 47th Street
New York, New York
(Actress)

Miss Sylvia Short **
c/o Actors Equity Association
226 West 47th Street
New York, New York
(Actress)

Special Consultant:

Dr. John Reich (1)
Director of the Goodman Memorial
Art Institute of Chicago
Chicago, Illinois

Alternates:

Mr. Alan Schneider (2)
Playwrites Producing Co., Inc.
1545 Broadway
New York, New York

Miss Vera Allen (1)
The American Theatre Wing
7 Lexington Avenue
New York, New York

Mr. Frank C. Davidson **
Assistant Professor of Speech & Drama
City College
New York, New York
(Fulbright Specialist in Dramatics, 1958)

Mr. Charles Mooney **
American Theatre Wing
7 Lexington Avenue
New York, New York
(Guest lecturer in Theatre Production and Management)

NATIONAL SCREENING COMMITTEE -- 1961-1962

INDUSTRIAL ARTS - Meeting to be held in New York City

Chairman:

Prof. William Longyear (1)
Associate Dean of the Art School
Pratt Institute
Brooklyn 5, New York

Mr. Conrad Brown *
Editor, "Craft Horizons"
20 West 53rd Street
New York, New York

Mrs. Dorothy Liebes (5)
767 Lexington Avenue
New York 22, New York

Alternates:

Mr. Julian Everett *
c/o Henry Dreyfuss
4 West 58th Street
New York, New York
(B.A. in Arch. from Cornell; practiced in N.Y. for York & Sawyer; Federal Reserve Building, Bowery Savings Bank in New York; Department of Commercial Building in Washington D.C.; free-lance work in stage design; joined Henry Dreyfuss in 1934; belongs to ASID Architectural League)

Mr. Harold Leeds *
Pratt Institute
Brooklyn 5, New York

Mr. Raymond Dowden *
Dean
Cooper Union
New York, New York

Miss Ruth Reeves (5)
434 Layfayette Street
New York 3, New York
(Instr. of Textile Design at Cooper Union; Sch. of Painting & Sculpture Columbia 52-53; Carnegie Traveling Fellowship; Guggenheim 40-42; Senior Fulbright to India 57-59; consultant to India and to the Metropolitan Museum of Art)

Mr. Ernest E. Kirwan *
Rhode Island School of Design
Providence, Rhode Island
(BFA Rhode Island School of Design; instr. in Arch since 1956)

MUSICOLOGY - Meeting to be held in New York City

Chairman: Prof. Paul Henry Lang **
Columbia University
New York, New York
(Home: 33 Aldridge Road, Chappaqua, NY, born, Budapest, Hungary; studied Royal Academy of music, Budapest, Heidelberg University, University of Paris, PhD. Cornell 1934, D. Music Temple University 1957, N.E. Conservatory 1957; Asst. Prof. of Music, Vassar, Assoc. Prof. of Music, Wells, Professor of Musicology at Columbia 1933 to date; Music Critic, Herald Tribune, Editor, The Musical Quarterly, author of History of Music in the Western Civilization)

Dr. Ernest T. Ferand (1) Home: 117 East 77th Street
Department of Music New York 21, New York
New School for Social Research
New York, New York

Prof. Jan La Rue (2)
Department of Music
Graduate School of Arts & Sciences
New York University
New York, New York

Alternates:

Prof. Gustave Reese (7)
New York University Graduate School of Arts and Sciences
New York, New York
(Home: 50 Park Avenue, NY 16; LLB. New York University 1921, MusB., 1930, Hon. MusD. Chicago Musical College 1947, Professor New York Univ., 1955, Director of Concert and Opera Publications for Car Fischer, Inc. Member of staff of publications Department of G. Schirmer, Inc., 1924-45, Associate Editor of Musical Quaterly 1933-44, Editor 1944-45, Special interest: Middle Ages and Renaissance)

Dr. Emanuel Winternitz **
Curator of Musical Instruments
Metropolitan Museum of Art
New York 28, New York
(Visiting professor in the History of Music, Yale University)

Mr. David Hall (2)
109 Grace Church Street
Rye, New York

Prof. Deka Newlin **
Drew University
Madison, New Jersey
(Born Portland, Oregon, Student of Arnold Schonberg, known by Brook, LaRue, and Ferand; taught at Western Maryland 1945-49; at Syracuse 1949-51, Fulbright Research Scholar to Vienna 1951-52; Established Department of Music at Drew, Composet in 12 tone idiom)

CONSULTANT IN MUSIC EDUCATION:

Prof. Robert L. Sanders (2)
Department of Music
Brooklyn College
Brooklyn, New York

NATIONAL SCREENING COMMITTEE -- 1961-1962

ORGAN - Meeting to be held in New York City

Chairman:

Mr. Ernest White (3)
c/o M. P. Moller, Inc.
Hagerstown, Maryland

Prof. Carl Weinrich (1)
University Chapel
Princeton University
Princeton, New Jersey

Mr. Seth Bingham **
15 Claremont Avenue
New York, New York
(Former organist, Madison Avenue Presbyterian Church, summers in France, now retired)

Alternates:

Prof. Bruce Prince-Joseph (1)
Department of Music
Hunter College
New York, New York

Prof. Vernon de Tar **
Juilliard School of Music
New York, New York
(FAGO, Instructor in organ, Union Theological Seminary, Juilliard 1947-; studied with David McKay Williams and Fernando Germani, piano with Franklin Cannon. Organist & Chairmaster, Church of the Ascension)

Mr. Allen van Zoeren *
45 East 29th Street
New York, New York
(Organist of West Park Presbyterian Church and Tonal adviser to the Austin Organ Company)

NATIONAL SCREENING COMMITTEE -- 1961-1962

PAINTING - Meeting to be held in New York City

Chairman:

Mr. Lamar Dodd (1)
Chairman
Department of Fine Arts
University of Georgia
Athens, Georgia

Miss Una Johnson (1)
Head, Graphics Division
Brooklyn Museum, Eastern Parkway
Brooklyn 17, New York

Mr. Raphael Soyer **
New School for Social Research
New York 11, New York
(Exhibited in Metropolitan Museum of Art, Whitney Museum, Boston Museum, Corcoran Gallery, National Academy of Design, member Art Student's League, Cooper Union)

Mr. Gibson Danes (1)
Chairman, Department of Design
Yale University
New Haven, Connecticut

Mr. Walter Tandy Murch (1)
468 Riverside Drive
New York 27, New York
(Painter)

Alternates:

Mr. Edward Laning **
c/o Art Student's League
215 West 57th Street
New York, New York
(Painter, b. Petersburg, Illinoia, Studied - University of Chicago, AIC, ASL: Academia di Belle Arti, Rome. Awards: Prizes, AIC, 1945; VMFA 1945; Grant, American Academy A. & Let., 1945, Guggenheim Fellowship 1945; Fulbright 1950-52.)

Mr. Joseph W. McCullough *
Director, Cleveland Institute of Art
11441 Juniper Road
Cleveland, Ohio
(Born 1922; studied, Cleveland Institute of Art, BFA, MFA Yale; studied under Lewis York and Josef Albers; Awards: Association of art, Pittsburgh, 1954, Ohio University, Cleveland May Show, Canton Art Institute; Instructor, San Jose State College 1948-49, Yale 1949-51, Assistant Director Cleveland Institute 1952-55, Dir. 1955)

Mr. Hyatt Mayer **
Curator, Department of Prints
Metropolitan Museum of Art
New York 28, New York
(Studied at Princeton University, B.A., B. Letters, Oxford)

PAINTING (continued)

Alternates (continued)

Mr. Edmund Casarella (2)
1952 West 4th Street
Brooklyn, New York

Mr. Lawrence Calcagno (1)
Visiting Artist
Department of Art
University of Illinois
Urbana, Illinois

NATIONAL SCREENING COMMITTEE -- 1961-1962

PIANO - Meeting to be held in New York City

Chairman:

Mr. Claude Frank (4)
251 West 98th Street
New York, New York

Prof. Frank Sheridan *
Mannes College of Music
157 East 74th Street
New York 21, New York
(Studied with Lois Stillman, Harold Bauer, Alfred Cortot; theory with Rubin Goldmark, Hans Weisse; tours of Europe and Latin America; Mannes College 1926-)

Mr. Arpad Sandor **
50 West 67th Street
New York 24, New York
(Studied in Budapest, Graduated from the Royal Academy 1914. Was an accompanist in Berlin. Toured the U. S. As an accompanist in 1922 then returned to Germany. Wrote criticism in art with Pageblatt. Came to live permanently in the U. S. in 1933. Worked as accompanist with Jascha Heifetz.)

Alternates:

Prof. Sascha Gorodnitzki *
Juilliard School of Music
120 Claremont Avenue
New York, New York

Prof. Lonny Epstein **
Juilliard School of Music
120 Claremont Avenue
New York, New York
(Born Frankfurt/Main, Germany; graduate Frankfurt and Cologne Conservatories, studied with Carl Friedberg. Concert tours in Germany, Austria, Switzerland, Italy, Holland, and Belgium. Soloist with major orchestras under baton of Max Reger, Fritz Busch, Otto Klemperer, Arthur Bodanzky and others, Soloist at Salzburg Music Festival, Juilliard, 1927)

Mrs. Cecile Staub Genhart **
Chairman, Piano Department
Eastman School of Music
Rochester, New York
(Artist, teacher)

CONSULTANT IN HARPSICHORD -

Mr. Fernando Valenti (1)
Juilliard School of Music
120 Claremont Avenue
New York, New York

Alternate:

Mr. Ralph Kirkpatrick *
Yale School of Music
Yale University
New Haven, Connecticut

NATIONAL SCREENING COMMITTEE -- 1961-1962

SCULPTURE - Meeting to be held in New York City

Chairman:

Prof. Oronzio Maldarelli (2)
Columbia University
New York 27, New York
(use home address:
8 West 13 Street
New York 11, New York)

Mr. William McVey (1)
Department of Sculpture
Cleveland Institute of Art
Cleveland, Ohio

Mr. Naum Gabo **
Breakneck
Middlebury, Connecticut
(born Russia; Guggenheim Fellowship; constructions exhibited at Guggenheim, in Holland, a Mellon Lecturer.)

Alternates:

Miss Mary Gallery *
R. D. #2
Huntington, Long Island,
New York

Mr. Carl Paul Jennewein **
11 Serpentine Trail
Larchmont, New York
or
538 Van Ness Street
Bronx 60, New York
(Sculpture for Philadelphia Museum of Art, various public buildings and memorials, 2 panels for White House, also on permanent exhibition MMA, Saltus medal, National Academy of Design, 1942, Sanford Saltus Award 1949)

NATIONAL SCREENING COMMITTEE -- 1961-1962

VOICE - Meeting to be held in New York City

Chairman:

Prof. Hans Heinz (2)
170 East 79 Street
New York 21, New York

Prof. Julius Huehn (1)
Eastman School of Music
Unversity of Rochester
Rochester, New York

Miss Rose Bampton (1)
171 West 57th Street
New York 21, New York

Mr. John Brownlee **
Manhattan School of Music
238 East 105th Street
New York, New York
(Studied in Austria, 1900; While singing as an amateur he was heard by Melba who persuaded him to study seriously. He made his debut in LaBoheme in Covent Garden June, 1926. Paris opera 1927. First American appearance at the Metropolitan Opera House, NY, in Rigoletto, 1937. Appointed Director of the Manhattan School of Music, NY, while continuing on the staff of the Metropolitan Opera House.)

Mrs. Carolina Sigrera Holden **
103 East 86th Street
New York, New York
(Teacher and concert singer; now retired)

Alternates:

Mr. Elemer Nagy *
Hartt College of Music
University of Hartford
Hartford, Connecticut

Mrs. Rose Landver (3)
325 Riverside Drive
New York, New York

Mr. Conrad Thibault *
c/o Columbia Artists Managements, Inc.
113 West 57th Street
New York, New York

Mr. William Horne **
850 Seventh Avenue
New York, New York
(Teacher, singer, Fulbright grantee 1949)

NATIONAL SCREENING COMMITTEE -- 1961-1962

WINDS AND STRINGS - Meeting to be held in New York City

Chairman:

Mr. Alexander Schneider *
c/o Festival Casals
666 Fifth Avenue
New York, New York
(Violinist; Established Prades Festival with Casals, Puerto Rico Festival Casals, with New School for Social Research, Budapest String Quartet.)

Miss Lois Wann ** (Mrs. Aaron Bodenhorn)
Juilliard School of Music
120 Claremont Avenue
New York, New York
(Oboist, former soloist with New Friends of Music Chamber Orchestra; Bach Circle, Juilliard since 1946; First Oboist with Pittsburgh, St. Louis, and Chautauqua Symphony Orchestra. Faculty Aspen Music School since 1951 and Mannes School)

Mr. Claus Adam *
Juilliard School of Music
120 Claremont Avenue
New York, New York
(Cellist; member, Juilliard String Quartet; educated in Holland, Austria and Germany; to U. S. 1931, studied with Feuermann, D. C. Dounis; Orchestral training under Barzin; First Cellist with Minneapolis Symphony Orchestra 1940-43; with Juilliard since 1955)

Alternates:

Mr. William Kincaid **
c/o Philadelphia Orchestra
1405 Locust Street
Philadelphia, Pennsylvania
(Flutist)

Mr. John R. Barrows **
Thiells Road
Stony Point, New York
(New York Woodwind Quartet)

Mr. Ralph Hersh **
Dalcroze School of Music
New York, New York
(Member of Aspen Faculty, studies with Gaston Edouard Dethier, Hans Lange, Leon Barzin, and Ernest La Prade; as solo violinist has appeared with Casals Festival Orchestra, National Symphony, Firestone, Lener, Kolitsch WQXR and Stuyvesant String Quartest, former teacher of viola and ensemble at Mannes)

WINDS AND STRINGS (Cont'd)

Alternates (continued)

Mr. Joseph de Pasquale **
c/o Boston Symphony Orchestra
Symphony Hall
Boston 15, Massachusetts
(Violist, member of the faculty berkshire Festival)

Mr. Keith Brown **
2848-A Washington Street
Camden 5, New Jersey
(N. Y. Brass Quartet - Trombonist present occupation. University of Southern California. Studies with Robert Marsteller; performed with Los Angeles Symphony, Hollywood Bowl and Indiana Symphony Orchestras, 1959 principal trombonist with Casals Festival Orchestra - Aspen Faculty)

Mr. Paul Doktor **
Mannes College of Music
157 East 74th Street
New York 21, New York
(Diploma, Vienna State Academy, 1st prize International Music Composition at Geneva, former faculty University of Michigan, Faculty member International Summer Academy of the Mozarteum, Salzburg since 1952. Member summer faculty, Colorado College, Mannes 1953).

Kenneth Holland
Id C

January 17, 1961

Dear Mr. Holland:

Mr. Murrow has asked me to send you a copy of a letter he recently received from Mrs. Eve Wiseman. It reads as follows:

Dear Mr. Murrow:

I have wanted to thank you for making it possible for me to meet Kenneth Holland and Pearl Purcell, and to attend the I.I.E. Conference. I was terribly disappointed, of course, that you were not able to be there, so that I could not thank you personally - and I hesitated to write.

However, a few nights ago when I heard Howard K. Smith echo your sentiments that possibly the only hope for a solution to the problems that lay ahead for us was education, more education and still more education, I felt that you might want to know how much our chance meeting on the plane from London has meant to me. My contact with the people and the work of the Institute has made me feel that I have found something to which I can be committed. Also, I believed that, busy as you are with so many important matters, it might give you some satisfaction to know that you had not only pointed out a direction which I could follow, but that you had been helpful - more than you realize - in making my return to the United States seem so much less bleak. Thank you for this.

My kindest thoughts - and hopes that this will be a healthy and happy year for you.

Sincerely,
Eve Wiseman

Sincerely yours,

Gabrielle Wachsner
Secretary to Mr. Murrow

Mr. Kenneth Holland
I.I.E.
1 East 67th Street
New York 21, N. Y.

Copy to Holland

January 4, 1961

Dear Mr. Murrow:

I have wanted to thank you for making it possible for me to meet Kenneth Holland and Pearl Purcell, and to attend the I.I.E. Conference. I was terribly disappointed, of course, that you were not able to be there, so that I could not thank you personally - and I hesitated to write.

However, a few nights ago when I heard Howard K. Smith echo your sentiments that possibly the only hope for a solution to the problems that lay ahead for us was education, more education and still more education, I felt that you might want to know how much our chance meeting on the plane from London has meant to me. My contact with the people and the work of the Institute has made me feel that I have found something to which I can be committed. Also, I believed that, busy as you are with so many important matters, it might give you some satisfaction to know that you had not only pointed out a direction which I could follow, but that you had been helpful - more than you realize - in making my return to the United States seem so much less bleak. Thank you for this.

My kindest thoughts - and hopes that this will be a healthy and happy year for you.

Sincerely,

Eve Wiseman
PO Box 801
Palo Alto, Calif

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

DE

January 11, 1961

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed:

Enclosed is the letter addressed to President Eisenhower which we discussed the other day. I hope that we can discuss this further at our luncheon on January 18th.

With best wishes,

Sincerely,

Ken

Kenneth Holland
President

January 6, 1961

The President of the United States
White House
Washington, D. C.

Dear Mr. President:

You will recall that when I lunched at the White House with you some weeks ago, I proposed that you allow the Institute of International Education to arrange the celebration of your birthday with a coast-to-coast television program, emphasizing exchange of persons to which you contributed so much through your support of People-to-People and related exchange programs. You suggested on my next trip to Washington that I meet with you and perhaps Milton to consider this idea in greater detail.

I have discussed this idea with Elizabeth Luce Moore, the Chairman of our Board of Trustees, and Arthur Houghton, Jr., Chairman of our Executive Committee. Both of them enthusiastically endorse it.

Ed Murrow, who is also a member of our Board, has indicated his interest in helping us plan and execute such a project. For your information, I am attaching a brief preliminary statement, which Ed asked me to prepare. He and I will be meeting next week to explore the matter further.

I had hoped to see you at the time of the next meeting of the National Advisory Committee on Inter-American Affairs. Since no session has yet been scheduled, I wonder if it would be convenient for you if I come to Washington in the next couple of weeks. I hope at least one of my board members could come with me. If this is not feasible before the inauguration, we would of course be glad to meet with you at a later date at a place convenient for you.

With best personal wishes.

Respectfully yours,

Institute of International Education

Kenneth Holland
President

Enclosure
CC: Miss Ann Whitman

Kenneth Holland
I I E

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

December 28, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

This is to confirm our luncheon meeting with David Heyman on January 18, 1961 at 12:30 at the Fifth Avenue Luncheon Club in the Corning Glass building. Mr. Heyman, who is head of the New York Foundation, has several times expressed a desire to meet you, and I hope that we will be able to follow-up on his interest in our new building.

Arthur Houghton is having a brief meeting here at the Institute at 10 a.m. on January 24, 1961, and I am sorry you can't be with us at that time. We hope to make some definite assignments, and we will give you a full report of what develops. Arthur believes that you and Mary Warburg make a terrific team to call on selected people, and all of us appreciate your willingness to help. You can be sure that we will take care not to impose too heavily on your crowded schedule.

All of us send our best wishes for a wonderful 1961.

Sincerely yours,

Ken

Kenneth Holland
President

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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

December 20, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

It was good to talk with you the other day, and we are all delighted that you are going to help out with the building fund. I hope that we can have a meeting, perhaps after January 15th, with you, Mary Warburg and Arthur Houghton to outline our plans.

We have drafted a letter to Mrs. Wiseman for your signature; don't hesitate to change it if you want to add your own special touch.

Looking forward to seeing you soon, and with all our best wishes for a wonderful holiday,

Sincerely yours,

Kenneth Holland
President

December 19, 1960
DDE

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

MEMORANDUM

TO: Members of the IIE Public Relations Advisory Committee

FROM: Jan Haller

We are sending you IIE's new Annual Report and a copy of the Readership Survey of the News Bulletin.

It has been much too long since we have met but this is soon to be corrected. Within the next week you should receive a notice of the next meeting of the Public Relations Advisory Committee.

IIE NEWS RELEASE

Institute of International Education, 1 East 67th Street, New York 21, N. Y.
Lehigh 5-3400
From: Jan Haller

Regional Offices:
116 South Michigan Avenue, Chicago 3, Illinois
1605 Pennsylvania Street, Denver 3, Colorado
731 Texas National Bank Bldg., Houston 2, Texas
1530 P Street, N.W., Washington 5, D.C.
291 Geary Street, San Francisco 2, California

FOR RELEASE: Monday, December 19, AM

An International Youth Service which would send thousands of talented young Americans abroad during the next few years was proposed by a distinguished group of educational exchange experts and forwarded to President-Elect Kennedy today.

A practical implementation of Kennedy's proposed "peace corps," the plan was developed this week by the Committee on Educational Interchange Policy (CEIP) of the Institute of International Education under the chairmanship of Harlan Cleveland, Dean of the Maxwell Graduate School of Citizenship and Public Affairs at Syracuse University.

According to the formal CEIP proposal, the two-fold purpose of the Youth Service would be to assist in the economic and social growth of developing countries and to broaden the knowledge and understanding of young Americans about other cultures.

(-more-)

In announcing the plan, Dean Cleveland said: "The Committee has made realistic suggestions which we believe is one good way of realizing the high ideals of President-Elect Kennedy's proposal. The International Youth Service, however, must be even more concerned with the quality rather than the quantity of those who participate in the program. That means a great deal of attention to careful selection and enough time for serious training before overseas service."

Specifically, the proposed plan would recruit young American men and women in their twenties who already had the education and training required for jobs as teachers, engineers, nurses and other such specialties. After being employed for their overseas jobs, they would undergo further specialized training in the cultures and problems of the countries to which they would be sent.

The role of the government would be to provide funds for the specialized training and for the support of the young men and women while serving abroad. In agreement with the countries concerned, the services of the recruits would be made available to public and private agencies undertaking development projects abroad. The proposal does not recommend the establishment of a new agency but suggests an office for making grants and for coordinating overseas youth activities. The Service should be established in one of the existing agencies.

(-more-)

Since the recruits would be aided in their own professional development by a year or two of responsible experience abroad, it is recommended that modest salaries be paid. A limited number of assignments for shorter terms than a year would also be made.

The plan further recommends that deferment from Selective Service be granted for this service on the same basis as formal education but not be allowed to substitute for the draft.

The Committee emphasized that adequate housing and health facilities would be provided for the young recruits, either by the public or private agencies using their services, or by local governments.

In recommending that the program start soon, the IIE Committee stated that during the first year not more than a thousand young people be recruited.

Other CEIP members joining Dean Cleveland in signing the proposal were:

Leo Dowling, Associate Dean of Students, Indiana University;
Luther H. Evans, Brookings Institution;
William Fels, President, Bennington College;
Fred Hechinger, Education Editor, New York Times;
Margaret Hickey, Public Affairs Editor, Ladies Home Journal;
Kenneth Holland (ex officio), President, IIE;
John Ivey, President, Midwest Council on Airborne Television Instruction;
Benjamin Shute, Cravat, Swaine and Moore; and
Donald J. Shank (Secretary), Executive Vice President, IIE.

###

NEWS BULLETIN SURVEY

The News Bulletin surveyed 5,000 of its readers to determine whether the publication is meeting their needs and interests. For the purpose of the survey the readers were divided into five categories: students, organizations and individuals, educators, contributors and alumni. 1,000 readers from each category were asked the same 17 questions (Appendix A); different color survey forms made it possible to analyze the answers by category.

Replies were received from 1,952, or 38%, of those polled. Answering libraries have not been included in this general analysis as most did not answer the questionnaire in detail. Once the Bulletin is put on the shelf, the librarians cannot account for its use.

Upon receiving it, 35% of those answering the survey read the Bulletin through. 75% of those answering put the Bulletin aside for future reading or only leaf through it. 1% (12 people: 2 students, 1 organization and individual, 1 educator, 8 contributors and no alumni) throw the Bulletin away without looking at it. Of the 75% who put the Bulletin aside for future reading or only leaf through it on arrival, 63% eventually read it. 71% of the organization and individual category in the survey read every issue as do 67% of the alumni, 61% of the educators, 58% of the students and 55% of the contributors. In addition, 17% of the contributors and alumni, 16% of the students, 12% of the organizations and individuals and 9% of the educators read every second or third issue. Only 2% of those surveyed read none of the issues.

The News Bulletin readers were asked what they did with the Bulletin after reading it. 48% of the total readership replied that they keep it for future reference. By category, 69% of the educators keep it for future reference, 64% of the organizations and individuals, 50% of the alumni, 41% of the students and 19% of the contributors. 19% of the total keep the Bulletin until they have more time to read it thoroughly, but, more significantly, 18% pass the News Bulletin on to family or friends. The largest group to pass the Bulletin on is the contributors. 33% of them give the News Bulletin away after reading it.

In replying to questions on the caliber of article found in the Bulletin, 89% of our readers found the Bulletin moderately good to excellent. 28% of the readers found the articles to be excellent, and 61% found them moderately good. Those who found the Bulletin moderately good to excellent were 93% of the alumni, 92% of the students and 88% of the contributors, 87% of the students and 83% of the educators. The only not good at all percentage appeared in the student category; less than 1% (4 students) replied that the articles were generally not good at all.

To determine the type of material which the readers look for in the Bulletin the survey asked whether the reader was interested in articles on international exchange or on educational affairs. Many of those replying checked both answers. 68% of our readers are mainly interested in articles on international exchange. 41% are interested in articles on educational affairs. In the individuals and organizations category, 75% are interested in articles on international exchange and 37% in articles on educational affairs. Of the alumni 72% checked international exchange and 42% educational affairs. Of the contributors, 67% were interested in international exchange and 32% in educational affairs; 66% of the students and 56% of the educators were interested in international exchange while 44% of the students and 45% of the educators prefer articles on educational affairs.

The articles on international exchange are, for 47% of those replying, an important source of information and suplement what is found elsewhere. 56% of the educators, 48% of the organizations and individuals, 46% of the alumni, 45% of the students and 42% of the contributors find the Bulletin an important source of information on international exchange. 22% of our readers get most of their information on international exchange from the Bulletin, and 23% find the Bulletin supplies only incidental information in the field of international exchange.

41% of our readers find the News Bulletin an important source of information on educational affairs. 40% find it supplies only incidental information. Of those using the Bulletin as an important source of information on educational affairs, there were 45% of the organizations and individuals, 43% of the educators, 41% of the alumni and students and 37% of the contributors. Only 8% of our readers get most of their information on educational affairs from the Bulletin, and the alumni (12%) was the largest group to get most of its information on educational affairs from the Bulletin.

The amount of money a person is willing to pay for a publication is a sound indication of its value to him. Since many of the people surveyed are now getting the Bulletin free (contributors and students) or pay $1.00 (alumni), more than half of the readers are willing to pay more than they are now paying. 50% of those surveyed are willing to pay $2.00 a year to get the Bulletin, and an additional 25% are willing to pay $2.50 or $3.00 a year. Of the students (who get the News Bulletin free), 74% said they would pay to get the Bulletin; 57% are willing to pay $2.00; 13% are willing to pay $2.50, and 4% are willing to pay $3.00. The replies of the contributors indicate that 58% would be willing to pay for the Bulletin: 38% would pay $2.00 and 20% would pay $2.50 or $3.00. Of the alumni (who have a special $1.00 rate) 79% would be willing to pay more than they now pay; 60% would pay $2.00, 12%, $2.50 and 9%, $3.00. Of the subscribing organizations and individuals, 32% said they would be willing to pay $2.50 or $3.00. 52% of the educators indicate willingness to pay $2.00, 27% are agreeable to paying $2.50 or $3.00.

If the News Bulletin were to be discontinued, 54% of the readers replying indicated they would notice its discontinuance and experience it as a loss. In this category were 70% of the organizations and individuals, 65% of the educators, 60% of the alumni, 43% of the contributors and 39% of the students. 36% of the readers replied they would notice the discontinuance but not really mind; this included 52% of the students, 44% of the contributors, 32% of the alumni and 24% of the educators. 3% of those surveyed would not even notice if the Bulletin were discontinued and 2% would notice it but feel relieved at receiving fewer publications.

Residence and Occupation of those replying to survey:

Residence:

In U.S.	83%
Abroad	15%

Occupation:

Educators	30%
Students	29%
Professional people (doctors, lawyers, engineers, etc.)	11%
Librarians	5%
Agency executives	5%
Housewives	4% (most of the housewives were in the contributor category)
Business executives	4%
Cultural Affairs Officers and Public Affairs Officers	4%
Foreign Student Advisers	3%
Government employees general	3%

ORGANIZATIONS AND INDIVIDUALS

It has become a trademark of the IIE, don't give it up. It is a precious asset.

Educator, Mexico

An excellent and indispensable resource.

IIE Board of Trustees, University President, Minnesota

A commendable IIE effort.

USIA Program Regional Director, Medellin, Colombia, S.A.

It keeps alive my feelings for international cooperation developed during my "Fulbright" year.

Educator, Australia

We send the Bulletin to Czechoslovak Ministry of Education and Culture.

U.S. Press Attache, Czechoslovakia

Recommend it to my collaborators and see that it is returned to my office.

Director General, State Scholarships Foundation, Greece

Excellent idea; should be expanded.

Museum Curator, U.S.A.

I am a journalist myself and feel no need to be uncritical of other's writing. But this magazine is exceptionally good. Keep it up.

Writer, U.S.A.

An unusual and informative publication that ought to be available in every university and city library in the U.S.A.

Government Employee, U.S.A.

You need more thought provoking pieces that speak out about things.

Educator, New York

All the power to you in carrying out the publication of the News Bulletin.

Businessman, U.S.A.

Very useful aid to State Department Exchange Program -- answers many questions from Swiss students.

Public Affairs Officer, Switzerland

Exchanges in Tanganyika are so small that such a Bulletin is almost useless and incites envy.

Public Affairs Officer, Tanganyika

I wish more present day college students would read it.

Housewife, U.S.A.

I look forward to each issue.

Educator, U.S.A.

A wonderful publication for foreign students.

Educator, Panama

Always a welcome guest in our office.

Agency Director, France

It makes attractive reading, but seems to fill no need as it is presently edited.

Educator, New York

The catalog of international educational opportunities is excellent and is most important.

Educator, U.S.A.

An excellent publication deserving full support just as it is interesting, instructive, and often inspiring.

Doctor, U.S.A.

It is on Library table, and opens up many avensus of new thought.

Educator, U.S.A.

CONTRIBUTORS

Keeps me interested in the IIE.

Doctor, U.S.A.

I have had occasion to loan issues to persons in the community who were suggesting an exchange of students and persons as something new. They were amazed at the statistics given.

Executive Secretary, The Johnson Foundation

I am convinced that IIE is doing a great work. The Bulletin has been the medium of my conclusion.

Educator, U.S.A.

I don't think it accomplishes much.

Educator, U.S.A.

I admire its spirit and quality; the kind of activity it announces is of democratic and international importance and should be made public.

Educator, Japan

I have felt that it was somewhat stereotyped. Recently the presentation has seemed more exciting.

Pianist, U.S.A.

I often use it as material in my English - Italian interpreting course.

Educator, Italy

A pure waste of money.

Housewife, U.S.A.

It fulfills a need and should not be dropped.

Educator, U.S.A.

EDUCATORS

It has been interesting and gratifying to watch the News Bulletin grow in format and content. It's a useful publication for universities.

Library, U.S.A.

I consider it to be excellent and would not want it much changed.

Dean of Graduate Studies, U.S.A.

It is inspiring, makes me feel like going on foreign study or assignment.

Philippines

I recommend it often to community groups because I feel it is of general interest.

Foreign Student Adviser, U.S.A.

It serves an important function, and should continue being published.

Assistant Professor of Sociology, U.S.A.

Be sure to remain informational rather than entertaining.

Library, U.S.A.

ALUMNI

It is excellent, and I let my 125 students read it every month.

Educator, Brazil

It has been a teaching aid to me for college.

Educator, New Zealand

The Bulletin is an interesting help to younger friends and relatives thinking about studying abroad.

Educator, Belgium

It is a wonderful Bulletin. It helps keep us aware of international happenings.

Educator, U.S.A.

It is very little known in my country. I'm sure more people would read it were it available here in Libraries.

Educator, Finland

It is a way of continuing to be in contact with the IIE.

Educator, Chile

It is like a link that binds all of us who have studied abroad.

Educator, Philippines.

FOREIGN STUDENTS

It is a great help to the understanding and solidarity of people coming here from all over the world.

Excellent means of information on special subjects on a world wide basis.

I like its up-to-date attitude and really appreciate its high standards.

Percentage Replies from the News Bulletin Survey

	Total	Students	Organizations and Individuals	Educators	Co bu
Do you receive the News Bulletin regularly?					
Yes	92%	90%	95%	95%	
No	4	6	2	3	
Don't Know	2	3	1	1	
No answer	1	-	1	1	
When receiving the News Bulletin do you usually?					
Read it through	35	31	38	34	
Put it aside for future reading	25	22	29	22	
Leaf through it	50	50	47	48	
Throw it away	1	*	-	-	
No answer	2	2	1	8	
Do you read:					
Every issue	63	58	71	61	
Every second or third issue	14	16	12	9	
Only an occasional issue	17	21	12	18	
None of them	2	1	1	3	
No answer	4	4	4	9	

	Contri-butors	Alumni
	91%	94%
	4	3
	5	2
	-	-
	28	43
	23	28
	59	45
	3	-
	-	1
	55	67
	17	17
	21	14
	4	-
	3	2

After you read it, w

Keep it for

Hold it unt
read it mor

Give it to

Discard it

No answer

Do you generally fin
News Bulletin?

Excellent

Moderately

Not very go

Not good at

No answer

When reading the Bul
interested mainly in

Internation

Educational

No answer

	Total	Students	Organizations and Individuals	Educators	Contributors	Alumni
t, what do you do with it?						
for future reference	48%	41%	64%	69%	19%	50%
until you have time to more thoroughly	19	31	13	8	14	24
t to family or friends	18	12	17	15	33	20
it	21	21	13	9	46	21
er	4	2	4	10	3	1
find the articles in the						
nt	28	15	36	36	35	24
ely good	61	72	56	47	53	69
y good	4	7	3	3	4	3
d at all	1	1	-	-	-	-
er	6	5	4	14	8	3
Bulletin, are you y in articles on:						
tional Exchange	68	66	75	56	67	72
onal Affairs	41	44	37	45	32	42
er	9	6	6	15	16	5

	Total	Students	Organizations and Individuals	Educators	Co bu
How important is the Bulletin as a source of information on international exchange?					
Get most information from it	22%	18%	23%	12%	
It is an important source and supplements what I find elsewhere	47	45	48	56	
Incidental to information I get elsewhere	23	29	25	20	
It doesn't add anything	2	4	1	2	
No answer	6	4	5	12	
How important is the Bulletin as a source of information on educational affairs?					
Get most information from the Bulletin	8	7	9	5	
Important source and supplements what I find elsewhere	41	40	45	43	
Incidental to information I get elsewhere	40	41	40	41	
Doesn't add anything	4	6	2	-	
No answer	8	7	6	11	

Contri-butors	Alumni
25%	34%
42	46
21	18
3	2
10	2
7	12
37	40
41	39
4	4
12	5

How much would you
to receive the News

$2.00

$2.50

$3.00

No answer

If you did not cont
News Bulletin, woul

Notice it
as a loss

Notice it
really min

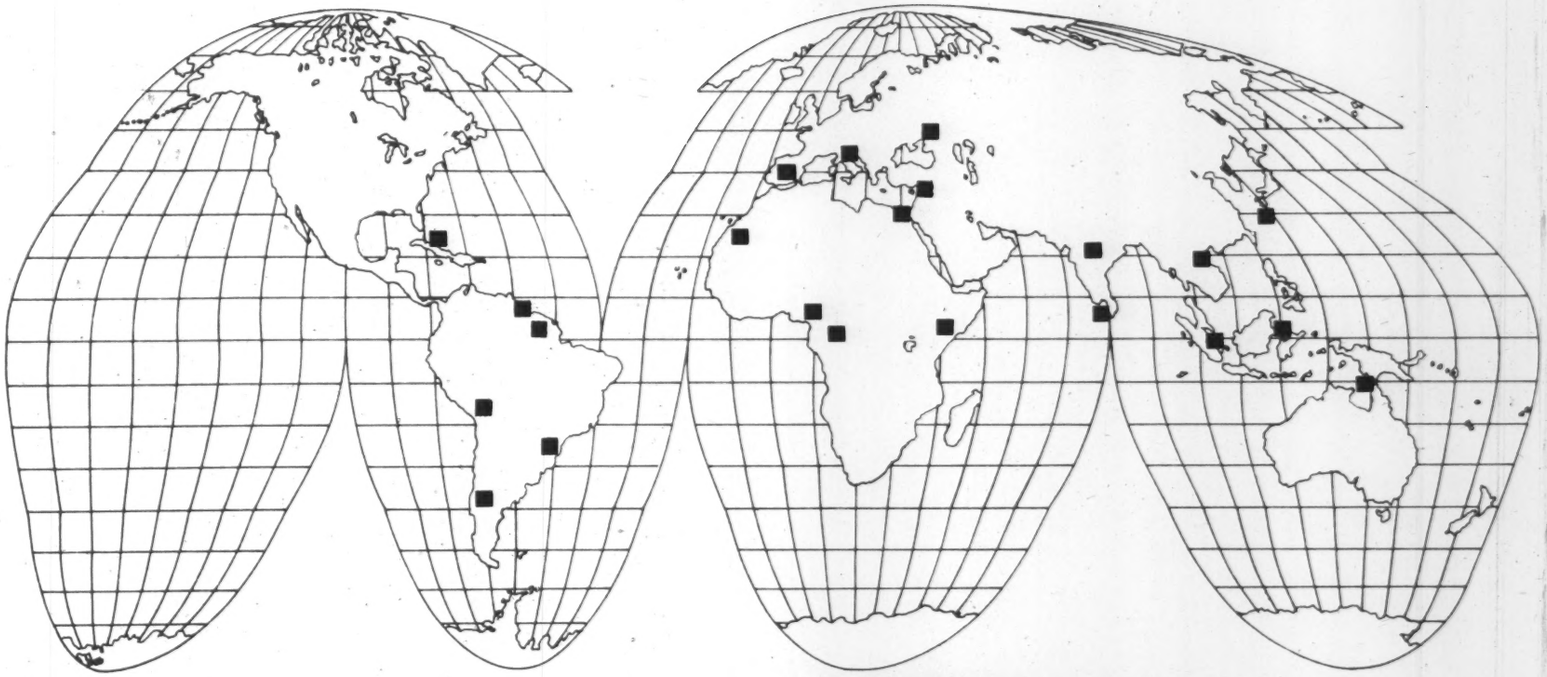
Wouldn't e

Notice it
receiving

No answer

	Total	Students	Organizations and Individuals	Educators	Contributors	Alumni
vou be willing to pay per year News Bulletin?						
	50%	57%	41%	52%	38%	60%
	14	13	17	15	10	12
	10	4	16	12	10	9
ver	28	26	28	24	42	20
continue to receive the would you:						
it and experience it oss	54	38	70	65	43	60
it but wouldn't mind	36	52	23	24	44	32
t even notice it	3	4	1	2	6	3
it and feel relieved at ng one fewer publication	2	2	1	-	3	1
ver	6	5	5	10	6	4

Institute of International Education Annual Report 1960



i.i.e.

For
the
first time
in history,
mankind has dared
to believe
that the benefits
of civilization
could be made available
to the
entire
human race

ARNOLD TOYNBEE

Man, the Underdeveloped Resource

As this report is written, there is a growing sense of urgency throughout the world. Tensions between East and West mount, young governments in newly-created countries struggle for stability; and the cry for peace, freedom and human dignity for all people is heard in every part of the globe.

Earth-circling missiles thrust hourly into outer space, and every night two-thirds of the world's children go to bed hungry. Scientists converse by bouncing signals off the moon, and half the world's population remains illiterate. The wealth of nations is yet untapped while the pressures of rising expectations are felt throughout the world.

The long-range answer to fulfilling the basic needs of two-thirds of the people in the world is to help train them to do the job for themselves. Basic to all progress is first the development of the individual *human resource*.

The greatest underveloped potential is the young for whom all nations want opportunities for study and better training. Behind the demands for higher standards of living is a universal hope for education, the chance to be free from ignorance and inertia, and the right to seek dignity through self-achievement.

The United States can and must channel more of its own energies and resources into economic development programs of countries embarking on industrialization. Surpluses from the abundant granaries of more fortunate nations can assuage hunger, and medicines and food can be provided. Schools can be built. But it is the individual who is the key, and his opportunities for training and education will largely determine the rate and direction of his country's economic and social growth.

An agricultural extension center staffed with one or two trained agronomists can bring to hundreds of young farmers the techniques of modern agriculture. An American college can help educate the teachers who will bring to future generations the excitement of learning, and hopefully, the responsibilities that knowledge carries. The multiplying effects of knowledge thus shared are beyond imagination.

Certainly the wisdom and understanding which we as a nation bring to the task of leadership require intensified training of our own able young people for international responsibilities. Despite the wonders of missiles and moonshots, the so-called advanced nations live in virtual ignorance of the people less than half-way around the globe. We are still deficient in a far-reaching knowledge of other countries, cultures and languages. Educational exchange offers one of the best hopes for developing this kind of talent.

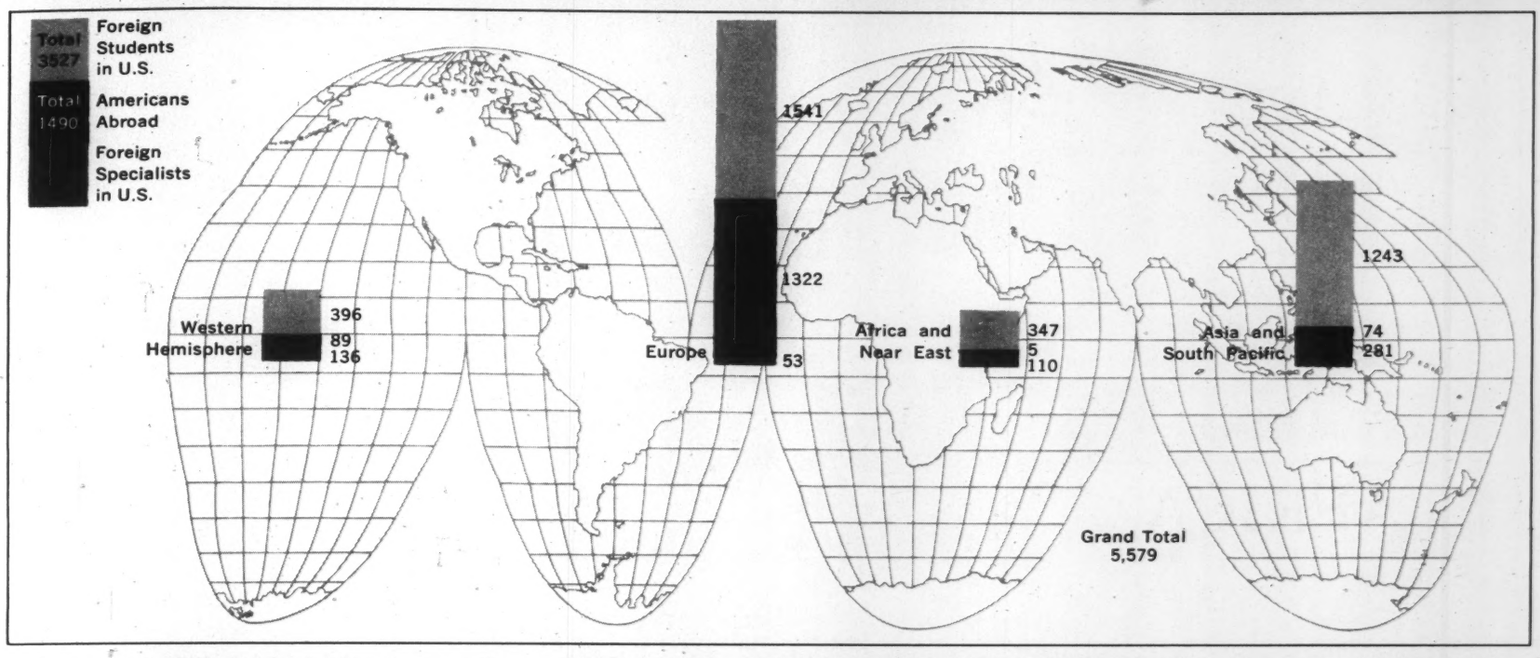
As long as man has inhabited the earth, his curiosity has pushed him beyond his own borders in search of knowledge. International education in today's world, however, has assumed a new dimension in international relations. That the new nations of the world will eventually acquire the scientific and technical knowledge they seek we can be sure. But how and from whom they will receive the necessary training and guidance are questions still unanswered. If knowledge is to serve free individuals, young men and women desperately seeking opportunities for study will need to know and respect free institutions. The United States must lead the world in this massive program of education.

Because of the crucial importance of exchange of students and scholars, trainees and technicians to our nation and to the world, the Institute of International Education last year made greater efforts than ever before to employ its resources toward more imaginative and effective programs. This Annual Report touches on a few highlights of the year.

The Institute record is the story of its "alumni" — over 50,000 men and women working in every field in almost every country around the world. It is to them, and to the thousands of other Americans and foreign nationals who are fostering understanding and applying the skills and knowledge gained through an educational exchange experience, that we rededicate ourselves in the decade ahead.

Kenneth Holland

Kenneth Holland, President



Growth— Challenge— and Change

The Institute of International Education in its 41st year extended its programs and services throughout the world. As a private agency with two major areas of operations — setting up and administering specific educational exchange programs and serving as the clearing-house of information in the field of exchange — IIE faced many new problems in academic year 1959-60.

The urgency of increasing scholarship aid for Asian, African and Latin-American students was obvious. Also clear was the need to revise procedures in the selection, placement and orientation of students from these areas. In accelerating exchange programs with newly-emerging countries, the Institute was working with students whose academic training was not always as thorough or as verifiable as those from Europe. Many of these students find it difficult to meet the requirements and standards of our colleges and universities — requiring more intensive orientation, more selective placement, longer periods of study, and, in general, closer supervision while on campus.

This changing emphasis raised another question for the Institute. During its 41-year history, IIE, believing that the more mature student benefits most from an exchange experience, has traditionally administered programs for students chiefly at the graduate level. However, the educational patterns and needs of developing countries have required new approaches for carefully planned programs at the undergraduate level.

As the administrator for the United States Government of the student Fulbright program, the Instiute was particularly concerned with American students abroad. Aware of the clear need for better academic programs abroad for both U.S. graduates and undergraduates, IIE worked closely with universities and other organizations in evaluating and planning quality programs for young Americans.

The network of activities that made possible the study of 48,486 foreign students in U.S. colleges and universities and the academic travels of more than 13,000 young Americans abroad in 1959-60 is an intricate and complex operation. Hundreds of private organizations and foundations, the United States and foreign governments, U.S. colleges and universities and corporations sponsor exchange programs of all types at all levels. Add to this the thousands of hospitality and cultural programs and other extra-academic exchange projects and the complexity of "exchange of persons" becomes apparent.

In its unique clearing-house role during the past year, the Institute improved and extended its information services, increased its conference and seminar activities and enlarged its coordinating functions to keep pace with rapid changes in the exchange field. IIE continued to collect exchange information, answered more inquiries from individuals and organizations than ever before, issued more publications and directories, planned and carried out meetings and seminars in all phases of exchange and served in an advisory role to foreign and U.S. government officials seeking educational and exchange information.

Accentuated in 1959-60 was the Institute's coordinating role in the American community. Hospitality programs for foreign students and visitors reward both the giver and the receiver, making each aware that human beings are more alike than they are different. Friendly contacts with visitors from abroad provide U.S citizens with a "foreign policy education" in a way that courses and lectures do not achieve. IIE's Regional Offices stimulated community leaders both in cities and small towns to greater activity in setting up such community projects.

In attempting to meet these challenges and problems, the Institute in 1959-60 administered programs involving a total of 5,597 students and specialists. Of this number, 3,527 were foreign students coming from 89 countries; 580 were foreign leaders and specialists, and 1,490 were American students studying in 41 countries.

programs:

AFRICA

World attention is riveted today on the newly-emerging countries of Africa. As early as 1949, IIE stressed the urgent educational needs of Africa and set up a program to solicit funds for bringing worthy African students here to study, and developed professional selection and placement procedures and methods.

Since 1949, when 12 Africans came to the United States under IIE auspices, the Institute's African exchange program has grown to include 174 graduate and undergraduate students and 17 specialists this last year. Most of these students supported by U.S. Government grants came from Morocco, Egypt, Kenya, Union of South Africa, Uganda, Ghana, and Nigeria. Other African areas represented in the IIE exchanges ranged from Sierra Leone and the Congo to Southern Rhodesia.

Since the need for teachers and technicians is crucial in newly-developing countries, a large majority of the African students are studying in the fields of education and in the physical and social sciences.

In the past, educational exchange has been considered by many as a kind of "deferred dividend" — a promise of achievement with a proven high rate of fulfillment. Today in Africa the swiftness of change finds many young leaders catapulted almost overnight from primitive villages to positions of prominence and responsibility. These new nations urgently need public administrators, educators, economists and technicians. Their needs are enormous — and immediate. Assisting these young countries and young leaders in their long-range economic and social development plans by training first their human resources presents one of the great opportunities of this century.

In a recent interview, Sobhuza II, Chief of the Swazis, attended by advisors with white bones in their hair, discussed the desirability of scholarships for African students. He said: "That is a very good step for any civilized man to do — to give the light to somebody." Though the Institute's African exchange programs have grown considerably, recent events require greater efforts. The problems of maintaining high academic standards while at the same time rapidly expanding programs of educational exchanges with Africa loom large, but they are not insoluble. Toward this aim IIE redoubled its efforts in 1959-60.

MANTSA TLALA (literally, movement to dispel famine) was started quietly and on a small scale in 1944 by a young man and his wife. Mr. and Mrs. James J. Machobane, native Basutos, distressed by the disease, poverty and "general misery" of their countrymen, determined to do something about it. They wisely understood that they needed to know the causes of these conditions before they could find remedies. They began an intensive, 13-year research program of the problems that beset their country.

Basutoland is a small country — 12,000 square miles — most of it mountainous and over half of it unsuited for cultivation. Its population is 800,000. There are no cities and only a few towns. Farming, based on primitive methods producing a small yield, is the principal way of life. A third of the people are literate, but health conditions are poor, nutritional deficiency common, and organized public health service at a minimum. Doctors are scarce, and generally beyond the means of the people. The birth rate is high; the infant mortality rate is appalling.

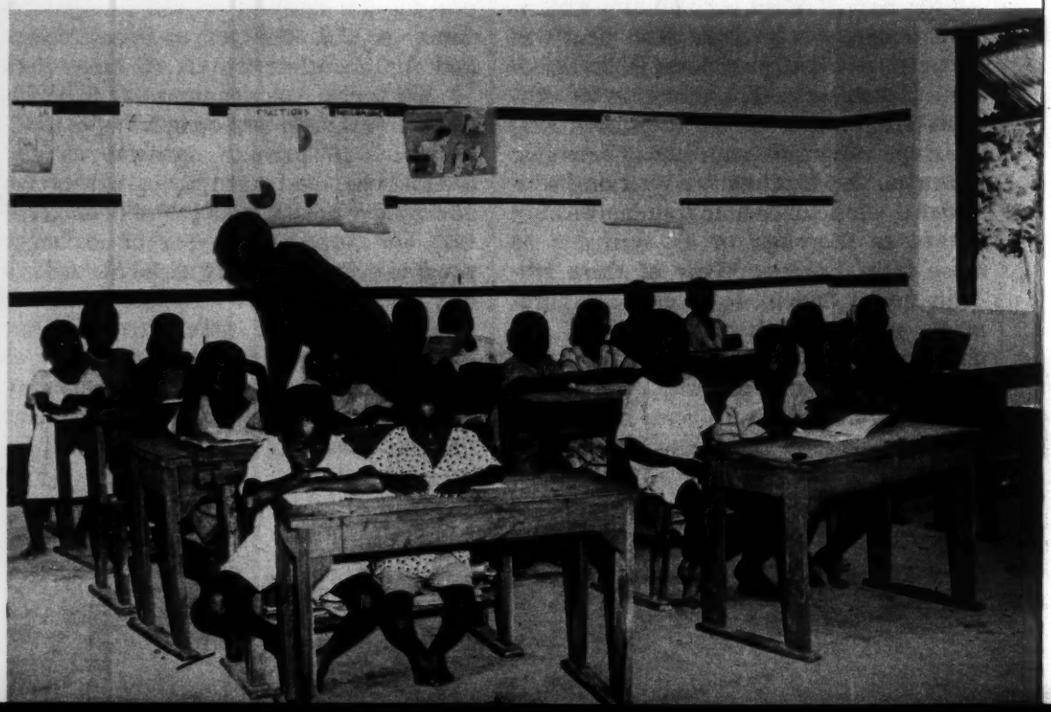


Photo: Ford Foundation

In 1957 the dedicated couple with their own funds established the Machobane Mass College and Cooperative Union. A comprehensive program of mass adult education with the accent on farming, the object of the school is to teach the people to help themselves. The approach is practical and down-to-earth. The Machobane home serves as the college building. In 1957, the first year of operation, the Machobanes provided residential courses to 12 tutors who, in turn and simultaneously, supervised two-hour-a-week study sessions in 10 branch "schools" of about 20 people each. In March of 1959, 200 students received certificates for satisfactory completion of a year's study at the Machobane College. But the Machobanes were not content. They wanted more knowledge. In May 1960, Mr. and Mrs. Machobane came to the United States on a Ford Foundation Travel and Study

Grant administered by IIE. The Machobanes obtained first-hand experience and information in the fields of mass adult education, community development and agriculture. They met with government officials and agriculture experts, took part in conferences at Prairie View A & M College in Texas, at Berea College in Kentucky and at the Coady International Institute in Nova Scotia, and observed the adult education technical assistance program in San Juan, Puerto Rico.

Louis Smith, Dean of Berea College, was moved to comment: "That leaders like the Machobanes should emerge in a society beset by superstition, ignorance, poverty, disease and hopelessness is almost a miracle. Having reached the conclusion that they should devote their lives to improving the condition of the people around them, the Machobanes sacrificed security and most of their property in order to get their work under way."

Why do the Machobanes do it? "Empty stomachs," says Mr. Machobane, "are the enemy of all civilization."

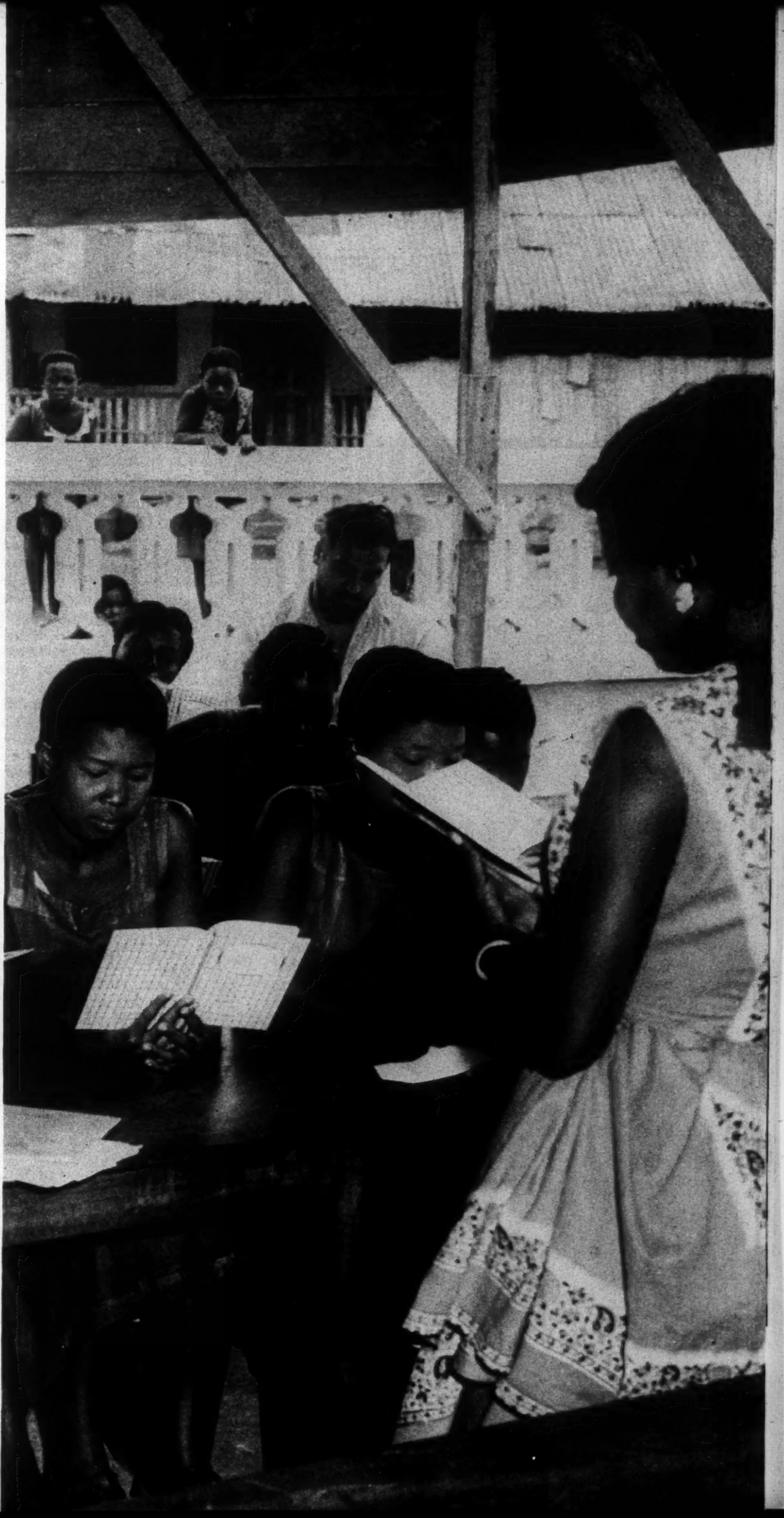


Photo: Ford Foundation

programs:

ASIA

Photo: Ford Foundation

The needs of any nation are related to the stage of its economic and social development. To be most effective, exchange programs must be geared at different levels for different countries.

Reflecting the needs of the countries of Asia, the Institute's programs in 1959-60 with Asia — under which 1,144 students and 290 specialists came to the United States — generally were tailored to each countries' development.

Newly-independent countries moving towards industrialization and agricultural reform do not have educational facilities to produce trained administrators and leaders. A country such as Cambodia, which has no university, depends on developing the talents of its outstanding young people through foreign training. The 29 undergraduate scholarships which the Institute handled for the U.S. Government last year helped Cambodia to alleviate these first acute growing pains.

As a system of higher education develops and a core of young leaders is produced, a nation can concentrate more resources on the establishment of a sound national system of education availabe to all people. A desperate need both at the secondary and primary levels is for teacher training. Exchange programs for such training of young men and women who can in turn train other teachers are high in priority. Last year the Institute carried on two such programs with Ford Foundation grants — a Rural Teacher Training Program in Lebanon and another in Syria. An interesting project which paralleled the growth of the educational system in Burma is the Burmese Translation Society Program, which the IIE has administered for the last few

years with a Ford Foundation grant. This long-range endeavor, carried on in close cooperation with the Burmese Government, has resulted in the establishment of a printing plant where a highly-trained staff publishes and translates school texts.

Some countries of Asia—India, Japan, the Philippines—are at a more advanced stage of development. IIE's exchanges with these countries are concentrated at the graduate level and have great variety and sophistication. The majority of these exchanges are in the fields of technology, physical and natural sciences, and economics—reflecting the countries' concentration on industrial and economic improvement.

Of the 1,144 Asian students whose grants were administered by IIE, the greatest numbers came from Japan (345), India (224), the Philippines (87), Indonesia (79) and Burma (55). Almost all the awards—1,021—were at the graduate level. The leading fields of study were the physical and natural sciences (329) and the social sciences (284).

In June of 1958, an intelligent, attractive young woman named Phyllis Perera sat down in her home in Colombo, Ceylon, and carefully filled out a four-page white form applying for an educational exchange grant to study in the United States. "I am the first Ceylonese to qualify as a psychiatric social worker," she wrote, "and have worked for eight years in this capacity in the Department of Health Services, Ceylon. I am attached to the Psychiatric Clinic at the General Hospital, Colombo, and work closely with the psychiatrists who conduct the clinic and help in the diagnosis, treatment and rehabilitation of patients. I find that my work could be very much improved if I obtain training and practice in skills and methods used in the American social agencies which are universally recognized.

"There is a horrible stigma attached to the mentally ill in Ceylon," she continued. "Because of the lack of adequate public opinion, the development of the psychiatric services is necessarily slow and the need for psychiatric social work all the more urgent. Much of the literature and research being done in America in the field of social work and psychological medicine is, unfortunately, not available in this country, nor are there opportunities for further study in this field. I would, therefore, be grateful for an opportunity for further study, especially case work in a psychiatric setting, so that I may function more adequately in the services of the mentally ill and help in the development of psychiatric services in Ceylon."

Miss Perera's outstanding qualifications and the great need for trained psychiatric personnel in Ceylon were recognized. She received a Fulbright Travel Grant and a Smith-Mundt Grant under the administration of IIE, and came to the United States in the fall of 1959. During the 1959-60 academic year, Miss Perera was assigned to the New York School of Social Work, Columbia University, where her capabilities, profound sincerity and capacity for study won respect and admiration. She also took part in field work assignments at the Psychiatric Institute. Her stay in the United States was extended until February, 1961, to enable her to complete the requirements for a Master of Science Degree. Hyman Grossbard, Associate Professor at the New York School of Social Work, described Miss Perera in these words: "We have found her a conscientious and intellectually curious student. Academically, she has functioned on a high average level . . . In her field work in the hospital, she has demonstrated ability in establishing meaningful relationships with clients . . . We are reasonably sure that the time and effort she has invested in her training will be reflected in the future contribution she will be able to make on her return to her native country."

Photo: Ford Foundation

programs:

LATIN-AMERICA

The Institute's Inter-American exchanges increased again in 1959-60. 396 students and 136 specialists from the Latin-American Republics studied in the United States under awards administered by IIE.

The significance of the Institute's Latin-American program lies not in numbers but in the quality of the projects. The greatest priority of Latin-American countries is the building of a sound educational system at all levels. Last year the Institute participated in the kind of long-range educational projects that can help in this development.

The most important and comprehensive Latin-American program now being administered by IIE is CHEAR (Council on Higher Education in the American Republics). Launched in 1958 by the Carnegie Corporation of New York and IIE, this program is designed to bring together both North and South American educators in a mutual effort to share knowledge and experience, to pinpoint problems existing in higher education and to find solutions. In its goal of improving Inter-American relations at the higher educational level while at the same time improving higher education in the Western Hemisphere, CHEAR employs two methods: periodic meetings of the Council and an annual conference attended by twenty or more leading educators, and exchange visits by the participating presidents to other colleges and universities in this hemisphere.

The first and second annual conferences were held in Mexico City in February 1959 and in Santiago, Chile, in February 1960. At the Mexican meeting, a six-member Council was set up to serve as the management body. The members are Juan Gomez Millas, Rector of the University of Chile; Franklin D. Murphy, Chancellor-elect of the University of California; Kenneth Holland, IIE President and CHEAR Secretary-General; Frederick Burkhardt, President of the American Council of Learned Societies; Rodrigo Facio Brenes, Rector of the University of Costa Rica; and Anisio S. Teixeira, Secretary-General of the Commission on Higher Education in Brazil.

At those meetings the educators have initiated research projects and studies designed to improve communications among Inter-American scholars as well as a comparative study of higher education in the American Republics. This study will review the history and purposes of higher education in the American Republics, investigate the administration and support of higher education, study the curriculum and methods of instruction and recommend policies for the housing of students, counseling services, welfare programs and admission procedures.

Latin-America's educational needs reach deep down below the university level. Most of the continent's population is agrarian. Millions of Latin-American children live in the country, attending schools where many teachers themselves have had no more than a primary education. The illiteracy rate in these areas is as high as 90%. To meet this problem in Venezuela, the Institute, with Creole Foundation funds, has established a Rural Teacher Training Center, which trains a cadre of teachers and school administrators, who in turn will share what they learn about modern educational methods with thousands of other teachers throughout the country. IIE has appointed a North American Technical Advisor to the program, and in 1960, administered 40 scholarships for teachers attending the Center. Graduates of the 1960 classes have already become directors of other training centers in each of the 21 states and two federal territories of Venezuela.

IIE's deep and long-standing concern with Latin-American relations received recognition this year by the appointment of the IIE President, Kenneth Holland, to President Eisenhower's National Advisory Committee on Inter-American Affairs. The IIE President's activities and the Institute's programs are reflections of IIE's firm belief that the United States must identify itself with the desire of the Latin-American people for social reforms, higher standards of living and greater educational opportunities.

Photo: UNESCO

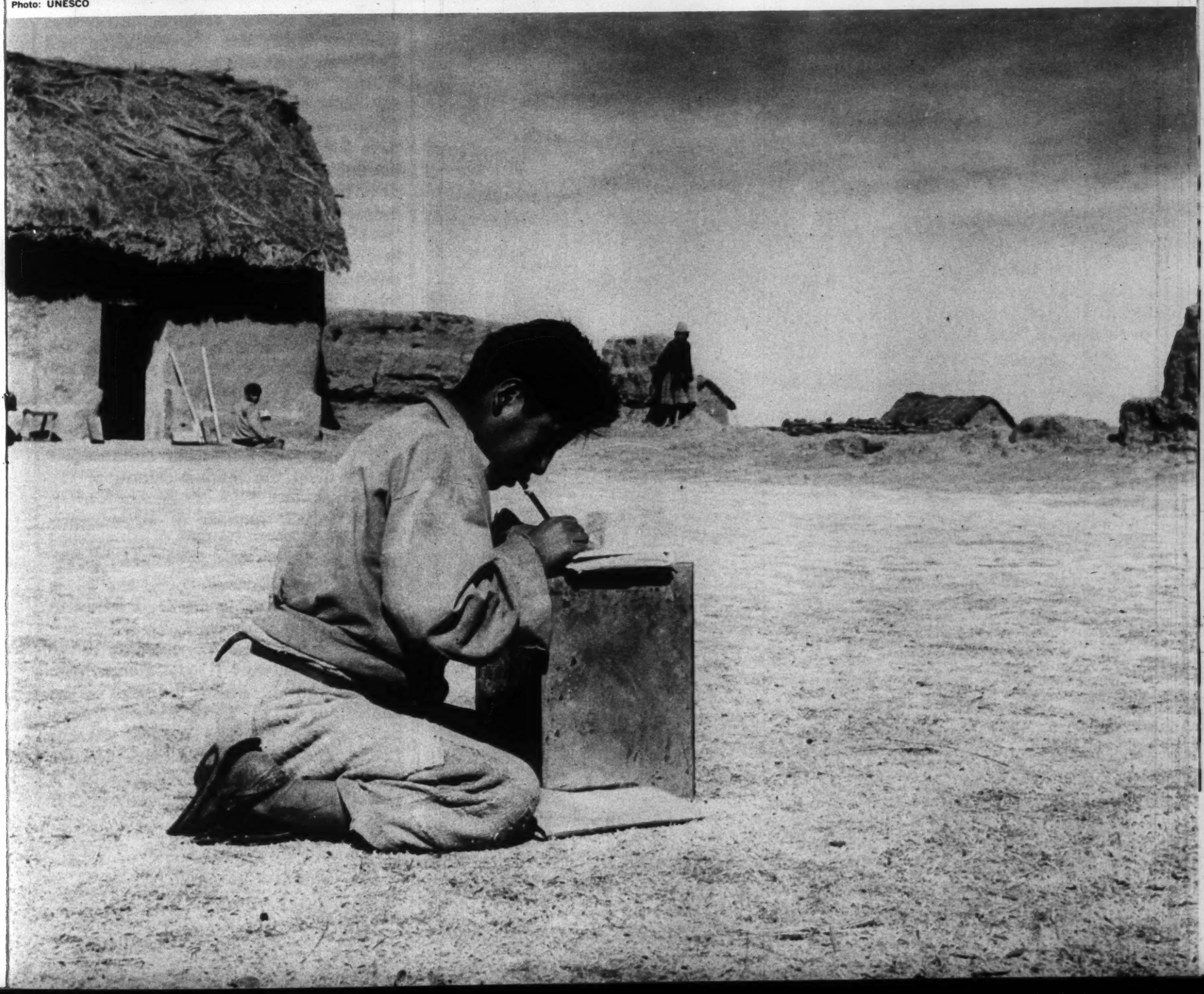


Photo: British Information Service

The ties of culture, religion, history and tradition which link the American and European civilizations and peoples have created an especially favorable climate for cultural and educational exchanges. From earliest colonial days Americans have journeyed to Europe to study at its ancient universities and to bask in its culture. In the twentieth century the establishment of various scholarship programs has resulted in a vast increase in the numbers and kinds of Americans who are enabled to do advanced study and research in the great European centers of knowledge.

Equally encouraging to those who see as desirable the establishment of closer ties between the countries of the Western world is the increasing flow of European scholars who come to our universities not only to advance knowledge but to know at first-hand the unique culture of the United States.

The largest number of IIE-administered scholarships—1,541—was awarded to Europeans during 1959-60. The nature of these exchange programs is, as might be expected, in marked contrast to those with the newly-emerging and underdeveloped countries. The majority of the European grantees—1,161—are graduate students concentrated in the fields of the humanities (412), social sciences (392) and the physical and natural sciences (265). The three countries with the largest representations are France (287), United Kingdom (226) and Italy (111).

programs:

EUROPE

In planning and administering its European programs, the Institute gives weight to the cultural rewards of exchange as well as its educational aspects. Realizing that the impact of another culture can have a strong positive or negative influence, IIE attempts to make each individual exchange an enriching, stimulating experience through careful selection, placement, orientation and supervision.

Although there are many similarities between the European and United States cultures, educational systems and technologies, there still remain many differences in approach and methods. Great care is given to the evaluation of qualifications, goals, personality and interests of Europeans placed in U.S. universities.

The benefits of having European students on our campuses are clear and significant. Not only do these young Europeans acquire a perspective on the life and culture of the United States and its people, but the U. S. students have the opportunity to learn of the aspirations and cultural endowments of other countries. Equally valuable is the process of cross-fertilization of ideas — a process which has led to the development of both continents as scientific and technological leaders.

The Institute believes strongly that development of exchanges with Europe must not be neglected and that great opportunities exist for joint effort by the United States and Europe in offering educational assistance to the developing nations.

GOOD SAMARITAN— In 1952, there was no Fulbright exchange program with Spain, no U.S. technical assistance programs, no American economic aid. Believing in the development of closer cultural and educational relations between Spain and the United States, the Good Samaritan Foundation of Wilmington, Delaware made a grant to IIE to bring young Spanish leaders to this country for advanced study with the object of improving economic, health and social conditions.

Spain, at that time with a population of 23,000,000, presented a sharp contrast in the living standards of its various social-economic groups. Farm productivity was distressingly low. Outside of Madrid and Barcelona, public health and sanitation were in a deplorable state. The rate of tuberculosis in Madrid and in outlying areas was alarming.

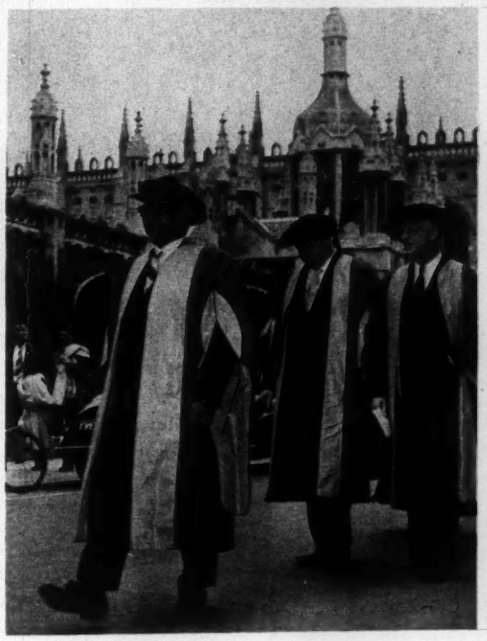


Photo: British Information Service

In planning the programs to be launched in Spain, it was clear that the limited resources would have to be allocated carefully. The Institute initially recommended a 3-point program: in arid land agriculture, the training of graduate students in "dry farming methods"; in public health, a study and observation tour in the U.S. for a team of three Spaniards — public health director, public nursing head and sanitation expert; and in engineering, awards to young Spanish engineers to study in the United States road construction, metallurgy and mining, manufacture of agricultural equipment and the production of electric power. A total of 15 awards for Spaniards plus six grants for American experts and students to advise and study in Spain were recommended. Since the original recommendations in 1952, 52 Spanish students have come to the United States for study and 25 Americans have traveled to Spain under a broadened scholarship and training program. An agricultural training school was set up at Jerez de la Frontera — an extension project that is having far-reaching effects in agricultural production and which is now incorporated into the Ministry of Agriculture. As the program progressed, the emphasis on agriculture, public health and engineering has been broadened to other fields — economics, medicine, social sciences, the humanities, law and even film production.

In 1959-60, 25 Spanish graduate students were in the United States under the Good Samaritan-IIE project. The range of study was wide and included neurosurgery, nuclear physics, aeronautical engineering, industrial psychology and business administration. The achievements of this program present a good example of the valuable contributions that private exchange programs can make to another country's economic and social growth.

programs:

EAST-WEST

The Institute has long felt the need for exchange programs with the Soviet Union. Distressed by the American lack of knowledge of the Russian language, culture, social and political systems, IIE more than twenty-five years ago attempted to set up a US-USSR exchange program at the request of the United States Government. The project could not be sustained because the Soviet Union apparently did not want young Americans in their universities at that time.

However, since the signing of the US-USSR exchange agreement in 1958, reciprocal exchanges in all fields and at all levels have been carried out between the two countries for the first time in forty years. Though there have been problems and disagreements and lately a rash of spy charges by the Soviet Government, the Institute believes that the interests of our nation are best served by keeping these open.

In the summer of 1959, at the request of the Governors Conference and the Department of State, the Institute and New York University planned the three-week tour of the Soviet Union by nine United States governors. In January 1960, IIE handled the 24-day return visit of twelve top Soviet officials and their party to the United States. Both tours included extensive traveling throughout the respective countries, meetings with important officials, inspection tours of state capitals, farms, factories, mines and schools.

In the Soviet Union, the American governors had a three-hour conference with Premier Khrushchev, covering topics from World War II to the present Russian Seven-Year Plan. They also met with G. S. Zhukov, Chairman of the State Committee for Cultural Relations and with the chairmen of the Council of Ministers of the Ukraine, Georgia and the Kazakh Republic.

The Soviet delegation, which numbered thirty, visited New York, Trenton, Princeton, Philadelphia, Charleston (West Virginia), Miami, Orlando, Gainesville, Chicago, Springfield, Denver, Boise, Salt

Lake City, Bismarck and Washington, D. C. They met with eight of the U.S. governors who had visited the Soviet Union, the Governor of New York and the Mayor of Philadelphia, and were given a private audience by President Eisenhower and Secretary of State Herter.

Less spectacular, but perhaps more significant, are the steadily growing East-West student and specialist exchange programs that IIE administers. In 1959-60, 85 Polish and 26 Yugoslav scholars studied in the United States under Institute programs. These highly specialized and outstanding exchangees were financed through awards given by the Ford Foundation, UNESCO, the U.S. Government and through a combination of scholarships secured by IIE. Many of these Eastern Europeans are leading scholars whose field of study ranged from aerodynamics and ethics to theoretical physics and urban renewal.

All of these grantees were at an advanced academic or professional level but plans were made this year to initiate a program designed for undergraduate students from Poland. A pilot project was arranged under the joint sponsorship of IIE, an American college and a private donor to bring an undergraduate Polish girl to study in the United States during 1960-61. Through this experimental pogram, the sponsors hope to determine the feasibility of exchange with Poland at the undergraduate level.

Photo: USAD

Americans Abroad

The emergence of the United States as the leader of the free world calls for enlarged efforts in the education of young Americans for international responsibility. There are as yet too few Americans with a wide and far-reaching knowledge of the histories, politics, cultures and languages of other countries — particularly the nations of Asia, Africa and Latin-America. Both government and educational leaders now realize that if democracy is to survive, we must make an intensive effort to train capable men and women in professional fields and area studies pointing to careers in international relations.

The Institute contributed to this goal last year in administering awards for 1,490 American students and 117 specialists to study, observe and teach in 47 foreign nations around the world. The majority of these students were graduates who traveled under the Fulbright program which IIE administers for the Department of State. The greatest concentrations were in the fields of liberal arts and humanities (429), the social sciences (252), language and literature (296) and the creative arts (244).

It is significant that almost all the U.S. students — 1,322 — followed traditional patterns and studied in Europe and the United Kingdom. There were only 89 Americans under IIE programs in Latin-America, and 79 in all of Asia, Africa and the Middle East. The Institute believes it essential that increasing numbers of American sudents and scholars study and carry on research in Asia, Africa and Latin-America.

Aurelia Brown is a graduate of Bennington College and former student at Columbia University and the Art Students League. Last year she studied painting in India on a Fulbright Scholarship. She was probably one of the few Americans to have traveled widely in the part of the country in which she studied. Her own words, as sensitive as her paintings, best describe the value of educational and cultural exchange.

". . . I don't know whether a very tall blonde girl with a pack of paints on her back, appearing over the horizon, or the row of young Sikh faces in many-colored turbans crowding every door and window was the stranger sight . . . One of my hopes in coming to India was to live in a small village, to experience its daily life and draw as much of it as I could. While painting at Santiniketan in Bengal, I met the man in charge of the rural redevelopment group for that area. He was taking his unit on a field trip to one of the neighboring villages and he said that I could join them . . . A space in the central part of the village had been cleared for the farm group to set up their kitchen and meeting tent. The children, sensing from the strange drawing board and knapsack that I was on a different errand, took me off like the Pied Piper on a tour of the houses and surroundings. It was hard to keep up with their enthusiasm. Guessing ahead they pointed out every possible subject for a painting, and whenever I looked as if I might begin to work, someone would run off and come back with a blanket for me to sit on. Then they would spread out my paints to their satisfaction and sit back in complete silence to watch. When I asked for a bull, they proudly brought me to the village bull which "we" painted and then the children posed each other for some of their own portraits. They attacked each project with such gusto that it became infectious. I could not have asked for a better introduction to the older villagers, their homes and livestock than the introduction provided by the children. I tried hard not to disappoint their expectations of my mysterious box of paints . . . Seeing and living with people uncluttered by many of the material possessions of our lives in the West, I have observed in features and gestures the basic dignity of human expression in purest form. At a time in painting when there has been less interest in people and portraiture, I am most grateful for the immediate impetus derived from this year in India to paint human expression and the simplicity of living, common to all our origins."

Photo: Joe Santoro

The Arts

Although much of the Institute's effort in recent years has been concentrated in the scientific and technical fields with emphasis on needs of developing nations, IIE has also stressed the importance of exchanges in the arts. The arts, which express human experience at its profoundest level, have always been one of the most powerful media of international communication. Recognizing the increasing importance of this kind of exchange in a divided world, the Institute last year established an Arts Division in order to stimulate these exchanges and to enlarge the opportunities for foreign artists to visit this country. At the same time an Advisory Committee for the Arts was formed.

The Division's first program was the *Young Artists Project,* which each year under a Ford Foundation grant, will bring a number of outstanding young creative artists to the United States. The first group, in 1959-60, was composed of seven writers noted as rising talents of exceptional promise. The writers—Fernando Arrabal (Spain), Italo Calvino (Italy), Hugo Claus (Belgium), Claude Ollier (France), Robert Pinget (Switzerland), Charles Tomlinson (England), and Matitayahu Meged (Israel)—spent six months in this country. With individually-planned itineraries, they traveled from coast to coast, meeting with their American colleagues, observing university classes and theater rehearsals, talking with professors at Harvard and poets in San Francisco. The grantees were markedly dissimilar in personality and traveling preferences. They were unanimous, however, in agreeing that their impressions of the United States and its people were clearly formed for the first time as a result of this visit.

The recognition of excellence in a particular field can be a powerful catalyst to the interchange of ideas. In 1959 the Edgar J. Kaufmann Charitable Foundation asked IIE to administer the new *Kaufmann International Design Award* to focus international attention on the important function of design in today's world. The $20,000 award, the largest of its kind, is given annually to an individual or to a group for a consistent record of achievement in the field of design. The first award, announced this year by a distinguished international jury meeting in Lugano, was made to Charles and Ray Eames.

IIE has been interested in international music competitions ever since it secured funds to send Van Cliburn to the historic 1957 International Tschaikowsky Competition in Moscow. Last year the Institute assisted five young American musicians to participate in two important contests — the Chopin Competition in Warsaw and the Queen Elisabeth of Belgium International Music Competition in Brussels. For future years, the IIE-Music Committee has compiled a list of consultants who will recommend promising young musicians in need of funds to take part in such competitions. During 1960 the Arts Division also worked with Gian-Carlo Menotti in selecting student scholarship winners to work in the fields of music, theater and dance at the Spoleto Festival.

The Arts staff also assists young professional artists in all fields who visit the United States either under IIE auspices or those of other organizations. The Arts Advisory Committee's extensive knowledge of resources, institutions and outstanding individuals makes it possible for IIE to arrange tours, visits and interviews for these artists. In 1959-60, the Institute developed such programs for 52 artists from 26 countries in 22 special fields.

Photo: American President Lines

Orientation

The expansion of IIE-programs with newly-emerging countries caused the Institute to reorganize and expand its orientation facilities during 1959-60. If an exchange program is to be successful, competent selection and placement must be accompanied by adequate preparation of the student for his study experience. Aware that a large number of IIE grantees, particular from Asia, Africa and certain areas of Latin-America, are not sufficiently familiar with American academic methods and the English language, the Institute last year in cooperation with the U.S. Department of State established six types of orientation programs for almost 700 of its foreign grantees. Serving twice as many students as formerly, the newly-developed orientation sessions were designed for students of highly divergent backgrounds.

For 80 students from Asia, Africa and Latin-America whose English was judged to be inadequate, IIE created an 8-week English language program at Bucknell University. A 6-week orientation at Mills College was set up exclusively for 25 Ryukyuan students under a Department of Army program. They receive a general introduction to American culture, political institutions and higher education, as well as extensive English language training. Five 4-week orientation sessions provide students with practice in English language usage as well as courses on American civilization, library and research techniques and the American university system. Approximately 400 students last summer participated in these programs, which were located at Bennington College, the University of Kansas, the University of Hawaii, the University of Texas, and Yale Universtiy. For 110 advanced graduate students fluent in English, 2-week programs at Indiana University and the University of Minnesota were developed. These orientation projects stressed the academic procedures of graduate schools in the United States. A special orientation program supported by the Ford Foundation was continued for foreign graduate economists. This program now in its third year, is located at the University of Colorado and accommodates approximately 50 students.

A unique opportunity to learn about American life outside the university is provided by a project administered by IIE in cooperation with the Experiment in International Living. Under this program, 60 students spend four weeks living with American families in six communities on the Eastern seaboard. Two of the communities provide intensive English instruction as well as a chance to share the every-day lives of a typical American family.

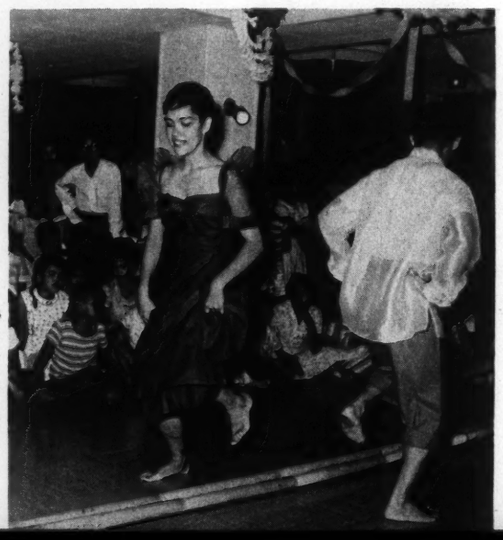


Photo: American President Lines

Conferences and Meetings

As the number of exchange programs and organizations grows, the Institute has increasingly utilized the technique of conferences and meetings to ascertain trends, opinions, criticisms and solutions to problems and has disseminated these findings throughout the exchange community.

1959-60 saw three particularly significant series of meetings on IIE's conference calendar. Beginning in November 1959, the Institute convened an unusual series of seminars on the Soviet Union. Participants in the meetings were drawn from the ranks of the United States professionals who have visited the USSR since the signing of the Lacy-Zaroubin Agreement. Their purpose was to share information, to assess Soviet achievements in particular fields, to consider means of disseminating this information, and to develop recommendations for future exchanges. Of four seminars planned, three were held in 1959-60. The subjects were Soviet education, industrial technology, agriculture and the arts. The reactions of the outstanding educators, researchers, industrialists, agriculture specialists and artists who attended have been uniformly enthusiastic. "In many a year it was one of the most worthwhile conferences I have participated in," wrote one. "It had a catalyzing effect upon my thinking and will be of immeasurable aid in my work," wrote another.

The Institute, in January 1960, joined with the Association of American Colleges, the Council on Student Travel and the Experiment in International Living in sponsoring a National Conference on Undergraduate Study Abroad. Leading American and foreign educators as well as representatives of educational organizations, foundations and the Department of State discussed the implications of the growing trend for American undergraduates to spend a school year abroad. The Conference agreed that the organization and content of these "junior years" must be sharply improved both for the good of the participants and for the prestige of U.S. education in other countries. A larger national conference on the same subject was planned for later in the year.

In March of this year, the conference spotlight fell on Africa. At a meeting called by the Institute in Washington, IIE officials met with cultural attaches and representatives of the United Kingdom, Ghana, Tunisia, the United Arab Republic, Nigeria, Sierra Leone, South Africa, Ethiopia, Liberia and Libya. The discussion centered on how IIE might provide services of maximum usefulness to African exchangees. Other meetings have been held with representatives of educational institutions, foundations, private organizations and government agencies actively concerned with exchange programs for Africa, to explore ways of best utilizing U.S. resources for these programs. Questions of coordination, improvement and expansion of these exchanges were considered.

Throughout the year, the Institute has been making plans and arrangements for the Fourth National Conference on Exchange of Persons to be held November 30-December 3, 1960 in San Francisco. This year's conference is being sponsored in cooperation with 150 other organizations with exchange interests. The theme, "Educational Exchange for the Mutual Development of Nations," will emphasize exchange with the newly-emerging countries. Outstanding representatives from Asia, Africa and Lain-America, as well as from the United States, will address and participate in the conference, which is expected to have an attendance of more than 1,000 persons.

VIP's and Visitors

Forty-one years of administering exchange programs have given the Institute a wide knowledge of exchange operations, comparative education and the social, cultural and economic forces at work in countries around the world. This fund of information is available to individuals and organizations here and abroad.

In 1959-60, officials of the United States and foreign governments, representatives of corporations and organizations, and private individuals came to the Institute for advice and consultation. Before Adlai Stevenson and William Benton left for their two-month tour of Latin-America in early 1960, they spent a full day in a "briefing session" at the Institute. IIE called together a group of experts who, with the Institute's Inter-American staff, discussed educational and social trends in Latin-America.

Foreign dignitaries were frequent visitors at the Institute this last year. Five rectors of leading Latin-American universities studying problems of higher education were "programmed" for a series of tours and high-level interviews. In June, Mme. Nina Popova, Chairman of the Presidium of the Union of Soviet Societies for Friendship and Cultural Relations with Foreign Countries, came to the Institute to discuss non-governmental cultural exchanges with the Soviet Union.

An imposing list of Asian and African leaders were IIE visitors in 1959-60. Among them were: Julius Nyerere, President of the Tanganyika African National Union; Dr. M. L. Soepardo, Secretary-General of the Department of Education of Indonesia; Garfield Todd, former Prime Minister of Southern Rhodesia; Abubakar Mayanja, Acting Secretary-General of the Uganda National Congress; Mohammed Shamte, member of the legislative council of Zanzibar; Joseph Ngalula, Editor of the Congolese weekly *Presence Congolaise;* William Tsitsiwu, Educational Attache, Ghana Embassy; Joshua Nkomo, President of the Southern Rhodesia African National Congress; Kanyama Ghiume, Publicity Secretary of the Nyasaland African Congress; the Hon. Amos K. Sempa, Minister of Finance, Buganda Kingdom, Uganda; Dr. Jean Buchmann, Dean of the Law Faculty, Lovanium University of Leopoldville, Congo; Godwin Lewanika, Member of Parliament for Northern Rhodesia; and, Dr. Edouard Trudeau, Dean of the Faculty of Arts, University of Addis Ababa, Ethiopia.

Policies and Publications

The Committee on Educational Interchange Policy was established by IIE in 1954 in response to the recommendation of an independent committee which studied the role of the Institute as the central agency in the exchange field. Composed of leaders in education, international and public affairs, CEIP surveys the field of exchange and focuses attention on significant aspects of exchange programs. Prior to last year, CEIP had issued twelve major statements which have been circulated to policy-making groups and organizations in the field of exchange. In 1959-60, two papers — "Twenty Years of U.S. Government Programs in Cultural Relations" and "College and University Programs of Academic Exchange"— were published. The Committee last year also studied other vital exchange problems, including the special needs of African students and the use of foreign currencies for educational development around the world.

One of the most useful of IIE's services is its extensive publications program. Among its widely distributed publications are the *Handbook on International Study,* a 450-page reference work describing exchange programs and scholarship opportunities between the United States and other countries; the *IIE News Bulletin,* a monthly magazine featuring articles on all aspects of international education; *Open Doors,* an annual survey detailing the numbers of foreign students, scholars, physicians and trainees in the United States and their American counterparts abroad; and *Meet the U.S.A.,* an introduction to America for foreign visitors. IIE also publishes periodically many other directories, guides and reports covering a wide range of exchange activities.

Information and Resources

The Institute's information and resource facilities are being used more widely with every passing year. The differing educational systems around the world, the varying specialties and qualities of schools, the multiplicity and variety of scholarships and the increasing number of U.S. and foreign organizations involved in exchange make more essential than ever before an international clearing-house of information.

In 1959-60, over 100,000 inquiries poured into IIE's Information and Counseling Division. More than 6,000 involved personal interviews. A Middle Eastern student asked where to get help to finance a doctorate in petroleum engineering. An American wanted to know what has been written on postwar education in Germany. A professor needed assistance in his plan to publish a glossary of international educational terminology. An Austrian organization wanted information to develop an exchange training program.

Students are set on the right roads for international study; professors are put in touch with academic colleagues; an extensive collection of U.S. and foreign university catalogues is maintained; and thousands of individuals and organizations throughout the world receive without charge information on the whole range of educational exchange.

A special resource file is IIE's Roster of Internationally Trained Persons set up in 1951. The Roster, which makes available pertinent information on both Americans who have studied abroad and foreign students who trained in the United States, is used extensively for recruitment of individuals for overseas employment and for variety of research studies.

IIE Regional Offices

The complexity and diversity of the Institute's activities are characteristic of the work of IIE's Regional Offices in Chicago, Denver, Houston, San Francisco and Washington. In addition to the performance of many program and clearing-house services similar to those carried out in the Institute's New York headquarters, Regional Office staffs conferred with college presidents, deans of faculties and foreign student advisors, assisted communities in setting up effective hospitality programs and enlisted the efforts of thousands of private citizens in exchange activities.

The Regional Offices arrange professional contacts and interviews for foreign leaders and specialists brought to this country by the Department of State and by private foundations, foreign governments and other organizations. Last year, for instance, the IIE's Chicago office greeted, entertained and planned programs for 1,244 visitors from abroad.

The following are examples of projects which have been of special significance in each of these offices:

CHICAGO

When the Chicago office was alerted to the arrival of Miss Flavia de Barros, a ballet teacher from Brazil, they were to discover that her stay was to be anything but routine. Since Chicago has no repertory dance company and no visiting ballet group was performing there at the time, it was decided that visits to local dance schools and introductions to persons with mutual interests would provide an interesting experience for Miss de Barros. High on the list of persons for the young Brazilian to meet was Syble Shearer, a leading Chicago choreographer. Miss Shearer felt that any discussion of her unique and abstract production—Within This Thicket —would be useless without first being seen. She proposed a private performance for Miss de Barros, explaining that she wanted very much to "contribute to her country's program of cultural understanding." But how

could all this be done in such a short time? The production calls for thirty dancers, plus lighting, costumes and arrangements. There was, in addition, the incongruity of such a performance taking place before an audience of one 26-year-old senorita in a 300-seat theater. An audience would have to be recruited. The IIE Hospitality Desk went into action, triggering a chain of contacts. Chicago newspapers and The New York Times critic John Martin were sent press releases and invitations. The Syble Shearer Company was rehearsed, the Winnetka Community Theatre was prepared, and the telephoning continued. Miss de Barros arrived in Chicago on Sunday night. Tuesday afternoon, with 150 other persons including dance critic John Martin, she saw Miss Shearer's Within This Thicket produced for her alone. Wednesday Misses de Barros and Shearer met for lunch and spent the rest of the day discussing the dance. Miss de Barros will never forget her Chicago reception.

DENVER

In the fall of 1956, a group of Colorado Springs citizens who work on IIE-Denver committees met to decide how they could make a particular contribution to the exchange movement. The result was "Summer Crossroads," a unique project which for one week converts Colorado Springs into a miniature United Nations. "Summer Crossroads" brings to Colorado Springs in June a selected group of foreign students who have concluded their U.S. study and are on the eve of departure. They live as members of American families while participating in a series of seminars evaluating their exchange experiences.

Last June, 47 foreign students from 20 countries came to Colorado Springs for the fourth "Summer Crossroads." During four days of seminars, they discussed such topics as "The Foreign Student on the American Campus," "American Education," "The Racial Problem in America — and Elsewhere," and "Critics and Defenders of American Foreign Policy." The discussions were notable for their frankness, intelligence and wide variety of opinion. On one point there was total agreement—the intrinsic value of foreign study "because it leads one to learn about other societies and in the process to reflect more seriously about one's own." A visit to Cripple Creek, a mountain-climb, a pizza and dance party, a visit to a Denver industrial plant and a tour of the Air Force Academy help to make the week an informative and exciting one.

"Summer Crossroads" is but one example of how IIE Regional Offices stimulate the interests and efforts of private citizens in the cause of international understanding.

HOUSTON

A community hospitality program for foreign students highlights the activities of IIE's Houston office. Through an International Hospitality Committee composed of volunteers, Houston last year involved 418 families in entertaining 819 foreign visitors. Texas hospitality is offered through several projects, the largest of which introduces families to recently-arrived students through a series of Welcome Parties. Through this Host Family Program families and students are brought together, and each family "adopts" its student for the year. Host families entertain their guests both at home and at theater and concert events, introduce them to other Texans and help them become acquainted with the life of the community. "Orientation workshops" help in the development of mutual understanding of differing social customs and manners.

In 1959-60, IIE-Houston organized an auxiliary World Affairs Discussion Group program composed of 100 young adults who also engage in informal entertainment of foreign students. As a corollary, the Texas office initiated a lecture series on the culture of other countries for IIE volunteers.

Through such programs as these, the American citizen has an opportunity to participate directly in an important part of our foreign policy. These potential leaders from other countries remember well the depth of friendship and understanding that has grown between them and their American hosts.

SAN FRANCISCO

A shipboard orientation program is offered by IIE-San Francisco in cooperation with the American President Lines. While crossing the Pacific en route to the United States, Asian students on board the S.S. President Cleveland and the S.S. President Wilson are offered three-and-a-half weeks of introductory courses to American life. Corresponding orientation is given American students traveling eastward to Asian universities. Staff and supervision for the programs are arranged by IIE-San Francisco. In the five years of operation, more than 2,000 persons have attended the courses given in this "class-room afloat." A typical orientation schedule may include recordings of early American and folk music, a talk on religion in the United States, practice in English language conversation, individual counseling, lectures on social customs, a talk on the American university system, and a film on U.S. presidential elections. American passengers take part enthusiastically in the programs, giving the foreign students first-hand experience of various American speech patterns and social customs. Parties, a talent show and dances (with American dance steps taught) help ease the Asian students into student social life before he reaches his stateside campus.

The quality of this floating orientation is best expressed in this comment of Tatsuo Fukushima, a Japanese Fulbright grantee: "They (IIE instructors) knew what we needed to know and that was the secret of our success."

WASHINGTON

Young diplomats in the 85 embassies and legations in Washington too frequently move in a narrow world of officialdom, their personal and professional lives circumscribed by pressures and protocol. Acquaintance with America and Americans is often limited to the offices of U.S. Government agencies and diplomatic receptions. To give these foreign officials a chance to meet "unofficial" America, the Institute developed the Young Diplomats Project. From the beginning, IIE felt that the project could not be successful if it were in any way sponsored or influenced by the U.S. Government. Funds have, therefore, been solicited from private donors whose concern is that the program be free from any suggestion of indoctrination. Under the project, young outstanding diplomats are invited, with their governments' approval, to spend from one to three months in a tailor-made program of personal meetings and observation throughout the country. Each young career diplomat pursues independently his chosen field of interest and travels without restriction throughout the country. To date eleven young diplomats from Japan, Indonesia, Ceylon, Iraq, Thailand, Burma, Nigeria and Pakistan have taken part in the program. They have traveled in every part of the United States and Puerto Rico; their fields of interest have covered political science, agriculture and geography. The 1960 Young Diplomats grant was given to Ravindra Tandon of India, who was released from his responsibilities as Assistant to the Indian Ambassador to explore political and governmental relationships on the state level.

As is true of most well-planned exchange programs, the project does not end with the tour. The IIE-Washington office meets frequently with these individuals for further evaluation and friendly unofficial conversation. This small but effective program stands as a fine example of private initiative meeting a recognized international need.

Statement of Administrative Revenues and Expenses

Year Ended June 30, 1960

Revenues			
Contributions			
Foundations		$564,600	
Corporations and Corporation Foundations		81,216	
Colleges and Universities		32,310	
Individuals and Other		46,851	
Total Contributions			$ 724,977
Fees for Administrative Services			
U.S. Government Programs			
State Department			
Foreign Students	$561,578		
U.S. Fulbright	185,850		
Leaders	28,145		
	775,573		
Defense Department	16,470		
Miscellaneous Government	2,310	794,353	
Private Programs		329,639	
Total Program Fees			1,123,992
Proceeds of Benefit Ball			52,230
Interest and dividends on securities			61,782
Conferences, Publications and other income			59,050
Total Revenues			2,022,031
Expenses			
Department for Asia-Africa			189,500
Department for Europe			237,520
Inter-American Department			80,549
Department for East-West Exchange			62,554
Department for U.S. Exchange Relations			249,460
Information Services and Community Programs			263,884
Regional Offices			280,248
Conferences and Secretariat Services			76,337
Program Planning and Research			31,554
Executive Offices			171,058
Fiscal Control and Accounting			153,399
Office Management and Personnel			110,330
Building Maintenance and Rents			81,067
Development and Fund Raising			33,757
Total Expenses			2,021,217
Excess of Revenues over Expenses			$814

The above statement was prepared from the IIE Financial Report for the year ended June 30, 1960, which was examined and certified by Peat, Marwick, Mitchell & Co., accountants and auditors.

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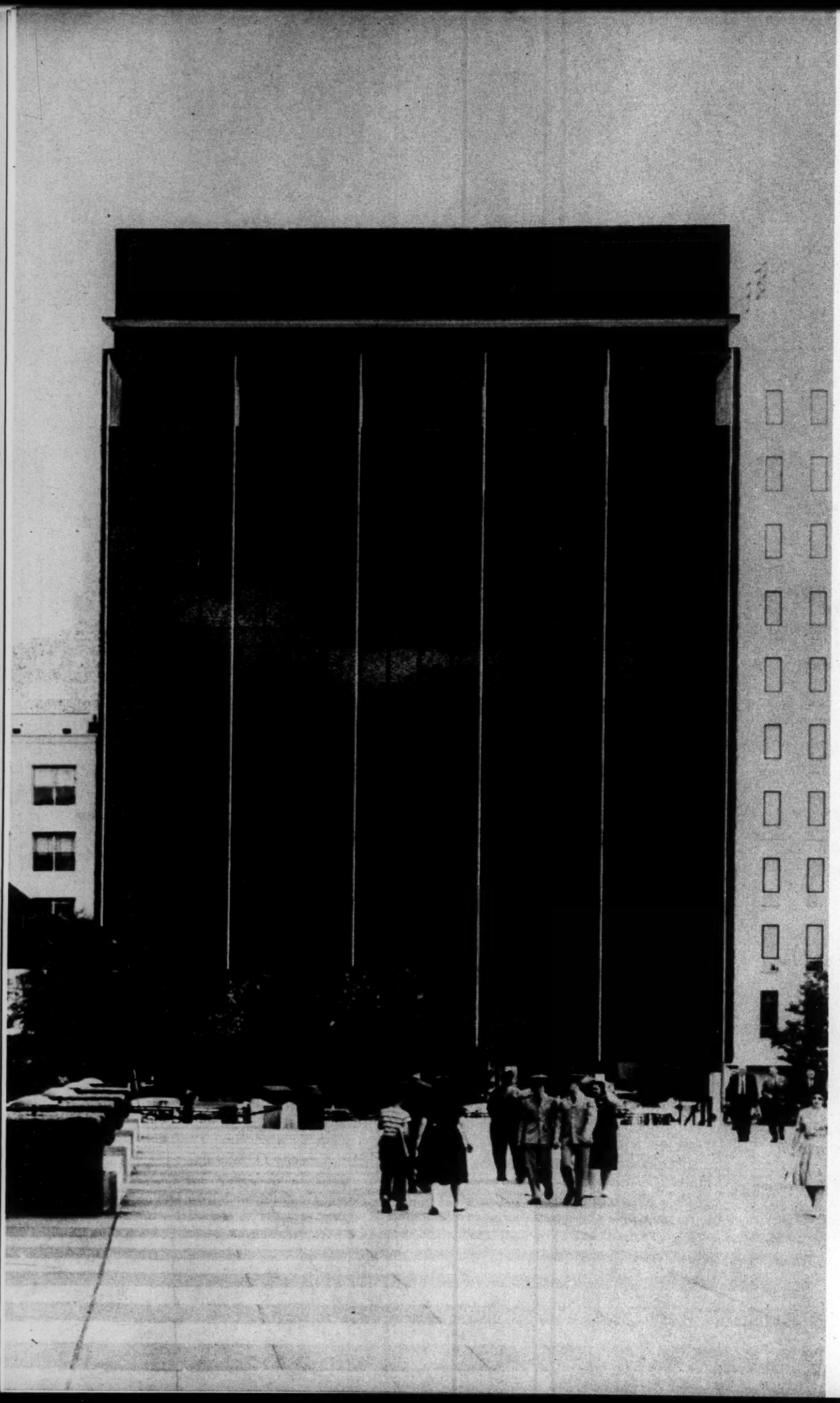

To meet the critical need for space for Institute staff and to provide facilities for expansion of exchange activities, IIE plans to construct a new Center for International Exchange on the United Nations Plaza. A $4,500,000 building fund campaign has been launched.

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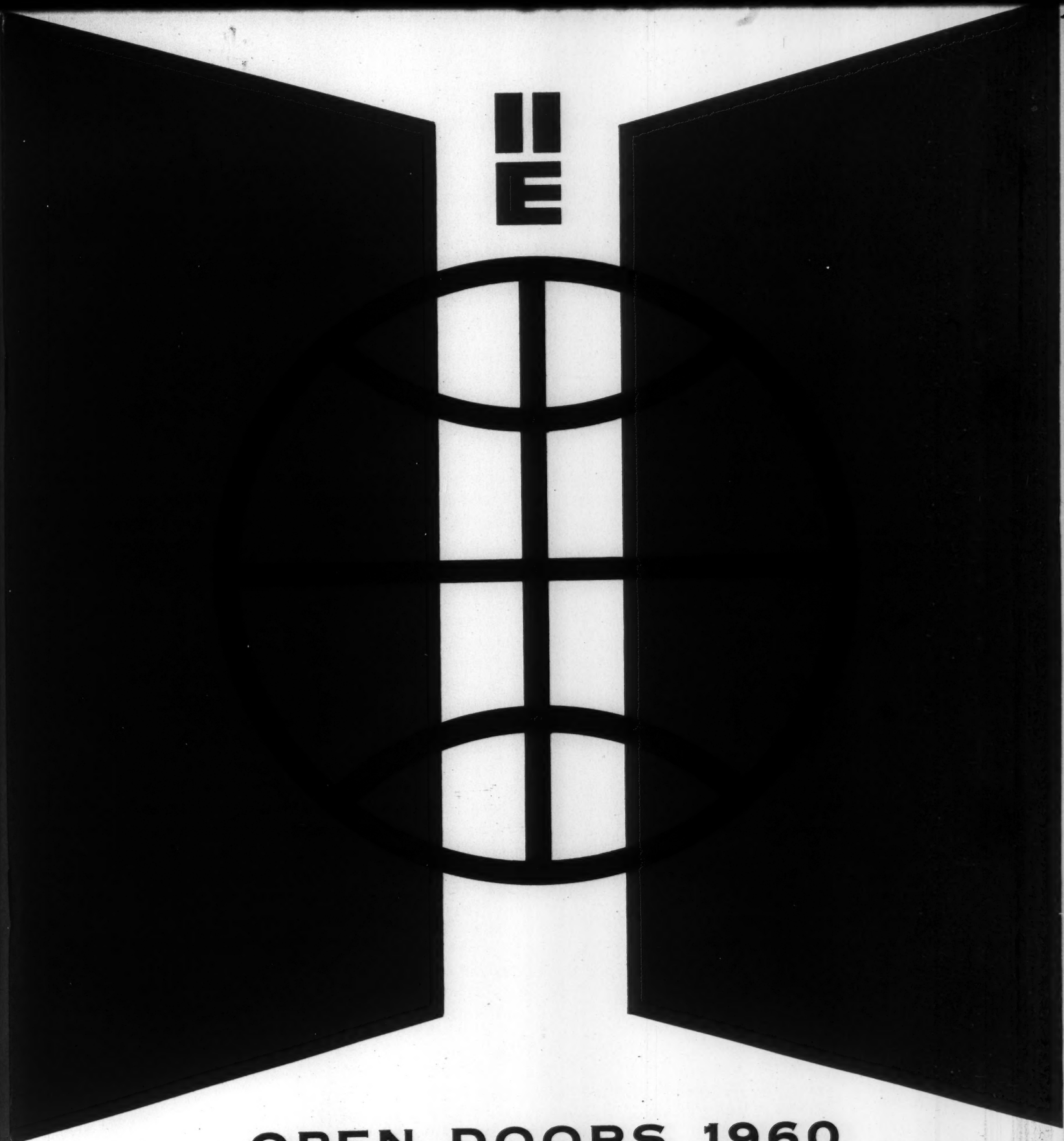

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FOREWORD

A record number of citizens of other countries are in the United States this year to study, to teach or to obtain training and experience.

Annually the Institute of International Education conducts five surveys to determine the number of citizens of other countries in the United States for educational and training purposes and the number of U.S. citizens on educational assignments abroad. In previous years these surveys have covered the foreign students and faculty members at U.S. colleges and universities, foreign physicians in U.S. hospitals, U.S. students at foreign institutions of higher learning and U.S. faculty members abroad. *Open Doors 1960* presents information on another dimension in the exchange of persons. An additional survey was designed as an experiment this year to obtain information on foreign citizens who received management or technical training in this country during 1959 under the auspices of U.S. business or industrial firms. A large group of foreign nationals is being trained each year in this country, but there has been no systematic attempt to collect data on this significant group. As a test survey, IIE mailed the questionnaire to a group of international corporations requesting information on the nationalities of the trainees, the number of trainees and the length and type of training they received.

The response of the corporations to this survey and the interest already shown in the results have made it clear that this survey should be continued. It is hoped that a more representative group of corporations with international operations will be surveyed next year and that this will provide more extensive information on the training opportunities under programs sponsored by U.S. firms.

Open Doors 1960 presents statistics on 65,328 foreign students, scholars, physicians and industrial trainees, the largest number of people on educational assignment in the United States ever to be reported. The survey of foreign physicians in the United States reports 9,457 training in U.S. hospitals, almost double the 5,036 foreign physicians reported in the 1954-1955 survey.

In 1957 the Institute decided to include on the foreign student form a question on interest in employment. Foreign students in the United States were asked if they would be interested in employment with the overseas branch of a U.S. corporation. Since most of the students did not answer the question and little use was made of the statistics available, the question on interest in employment was omitted from this year's questionnaire.

The data collected from the *Open Doors* surveys, with the exception of industrial trainees, are available from the Institute's Roster of Internationally Trained Persons, a cumulative index of persons with international study experience. The Institute continues to believe that the Roster is valuable in planning new exchange programs, evaluating existing programs and in helping to identify individuals for possible employment. The Roster has been used by educational institutions, administrators and sponsors of exchange programs, researchers, American and foreign corporations and government and private agencies.

The growing interest and participation in international study and understanding are reflected in the generous response to our surveys and by the facts which these surveys reveal. The Institute is grateful for the cooperation and assistance of the many individuals in the United States and abroad who have made *Open Doors 1960* possible.

Kenneth Holland
President

May 1960

OPEN DOORS 1960

The results of the six surveys conducted by the Institute of International Education during the academic year 1959-1960 indicate that there has been continued interest in international educational exchange. The statistics in *Open Doors 1960* show that there are more foreign students, faculty members and physicians studying in the United States than ever before.

There were 65,328 foreign citizens on educational assignments in the United States this year. Of those, 48,486 were students; 2,539 scholars, lecturers or researchers who had received appointments to American faculties, 9,457 were interns and residents affiliated with U.S. hospitals and 4,846 trainees with U.S. business and industry.

The 65,328 foreign citizens reported in *Open Doors 1960* come from every major geographic and political area. The largest number of exchangees, 22,422, 34.3% of the entire foreign population surveyed, are from the Far Eastern countries. 12,346 nationals of Latin America, 18.9%, comprise the second largest group and 11,129, 17%, are from Europe. 9,165, 14%, are from the Near and Middle East, 6,810 from North America (Bermuda and Canada) and 2,314 from Africa. (These area totals include statistics on industrial trainees and are therefore not comparable with last year's totals.)

An increase is shown in the statistics on American students at foreign institutions. This survey always reports on the previous academic year because of the time required to receive replies from the schools overseas. For the academic year 1958-1959 a total of 13,651 U.S. students were reported studying abroad. This is an increase of 34% over last year when only 10,213 U.S. students were reported. However, in evaluating this substantial increase, it must be noted that the number of institutions polled and replying has increased. (See page 18) Despite the higher percentage of institutions responding to the survey the number of U.S. faculty members abroad decreased by 3.8%. This is the only category in which a decrease was reported. Several institutions which reported large numbers of faculty members abroad last year did not report at all this year. This year only 1,777 faculty members were abroad on study or research assignments as compared to 1,842 last year. 52% of the U.S. faculty members abroad were in Europe and 70% of the U.S. students were reported in Europe. The number of U.S. faculty members and students exchanged with the countries of Europe was comparable, but in no way did the number of Americans going to other geographic areas compare to the number of nationals from these countries coming to the United States. (See Chart 1.)

The foreign nationals listed in *Open Doors* are citizens of other countries who have come to the United States for education and training and who plan to return home upon completion of their assignment. Displaced persons who may be settling in the United States and foreign citizens who are establishing permanent residence in the United States are not included. Primary and secondary school teachers are not included in *Open Doors*.

FOREIGN STUDENTS IN THE UNITED STATES

During the academic year 1959-1960, 48,486 foreign students from 141 countries and political areas were enrolled at 1,712 institutions of higher learning in the United States. This is only a 2.6% increase over last year when 47,245 foreign students were reported. Of the students reported this year, half of the total number, 24,286, reported that they had begun their studies in the U.S. during the previous year or earlier. Only 17,385, 37%, reported that their studies in the U.S. began in 1959-1960. 6,365 or 13% did not answer this question. While the total number of students reported this year has increased by 2.6% over last year, the number of newly-arrived students showed a marked decrease. This year only 37% of the foreign students began their studies in

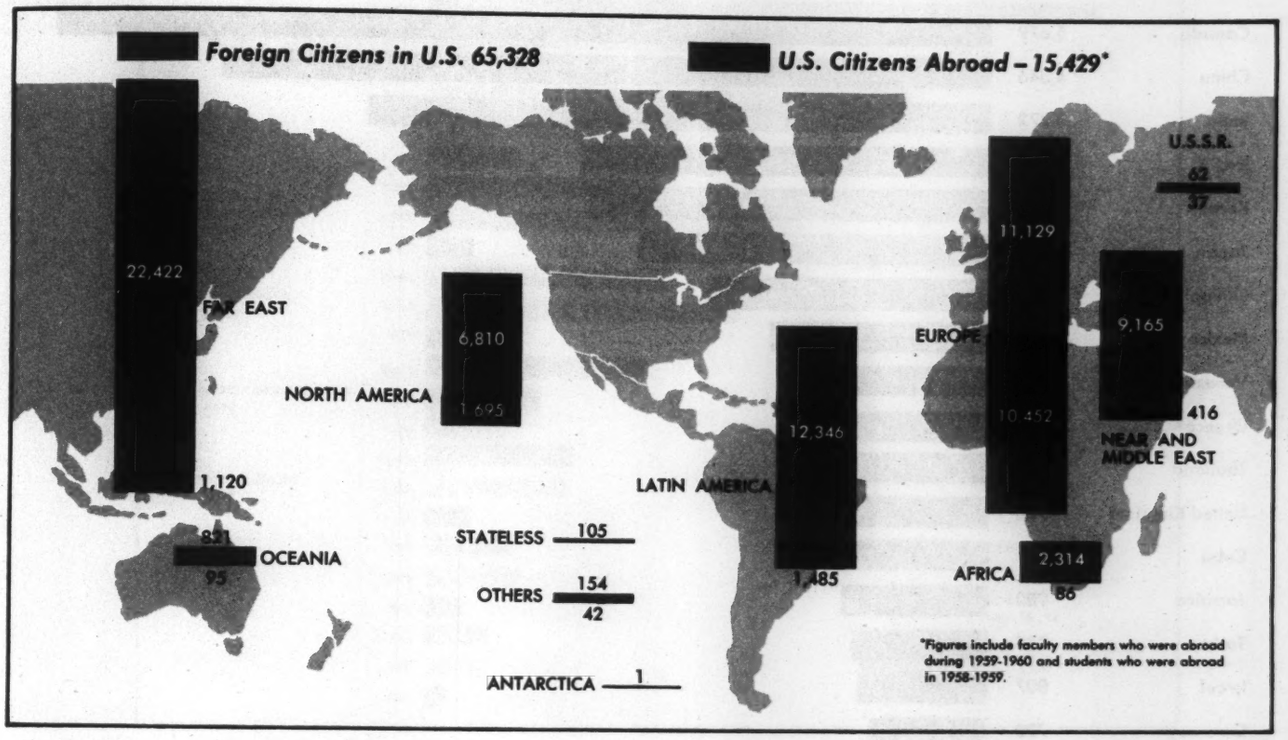

CHART 1

contrast to the 1958-1959 academic year when 27,350 or 58% of the total foreign student population was newly arrived.

Only two areas, the Far East and Africa, increased in their percentages of the total number of foreign students in the United States. The percentages of the other areas vary only slightly from last year. Of the foreign students in the United States in 1959-1960, 35% were from the Far East and 19% from Latin America. 14.7% were from the Near and Middle East; 13% from Europe and 12% from North America.

In 1958-1959, 25 countries, three more than this year, were each represented by more than 500 students. Brazil, Panama and Pakistan are the three countries which appeared in the list last year but which had fewer than 500 students in the current survey.

As in previous years there were more students here from Canada than from any other country. 5,679 Canadian students, 12% of the total foreign student population and the largest number in the history of academic exchanges to come to the United States from one country, were reported. 4,546 Chinese students constituted 9% of the total population. The number of Chinese students includes persons from Taiwan, Hong Kong and Macao and those from the mainland. India again sent the third largest number of students – 3,772 or 8% of the total. Iran which was listed sixth in 1958-1959 with 2,104 or 4.5% of the students, is listed fourth this year. There are 2,507 Iranian students or 5% of the total student population in the U.S. this year. Korea, listed fifth this year, showed an increase of only 3 students for a total of 2,474. A substantial decrease in the number of students was reported for Cuba: 1,645 students last year compared with 935 students this year. Japan, the Philippine Islands, Mexico, Venezuela, Greece, the United Kingdom, Germany, Colombia, Iraq, France and Jordan all showed minor decreases in the number of students reported.

Increases were recorded for Thailand, Jamaica, Turkey, Israel and Lebanon. (See Chart 2.)

Of the 48,486 foreign students in the United States, 24,975 or 52% were enrolled as undergraduates, 18,682, 38%, were enrolled as graduate students and 3,502, 7%, were classified as "special" students. Information on academic status was not supplied by 1,327 or 3% of the students replying.

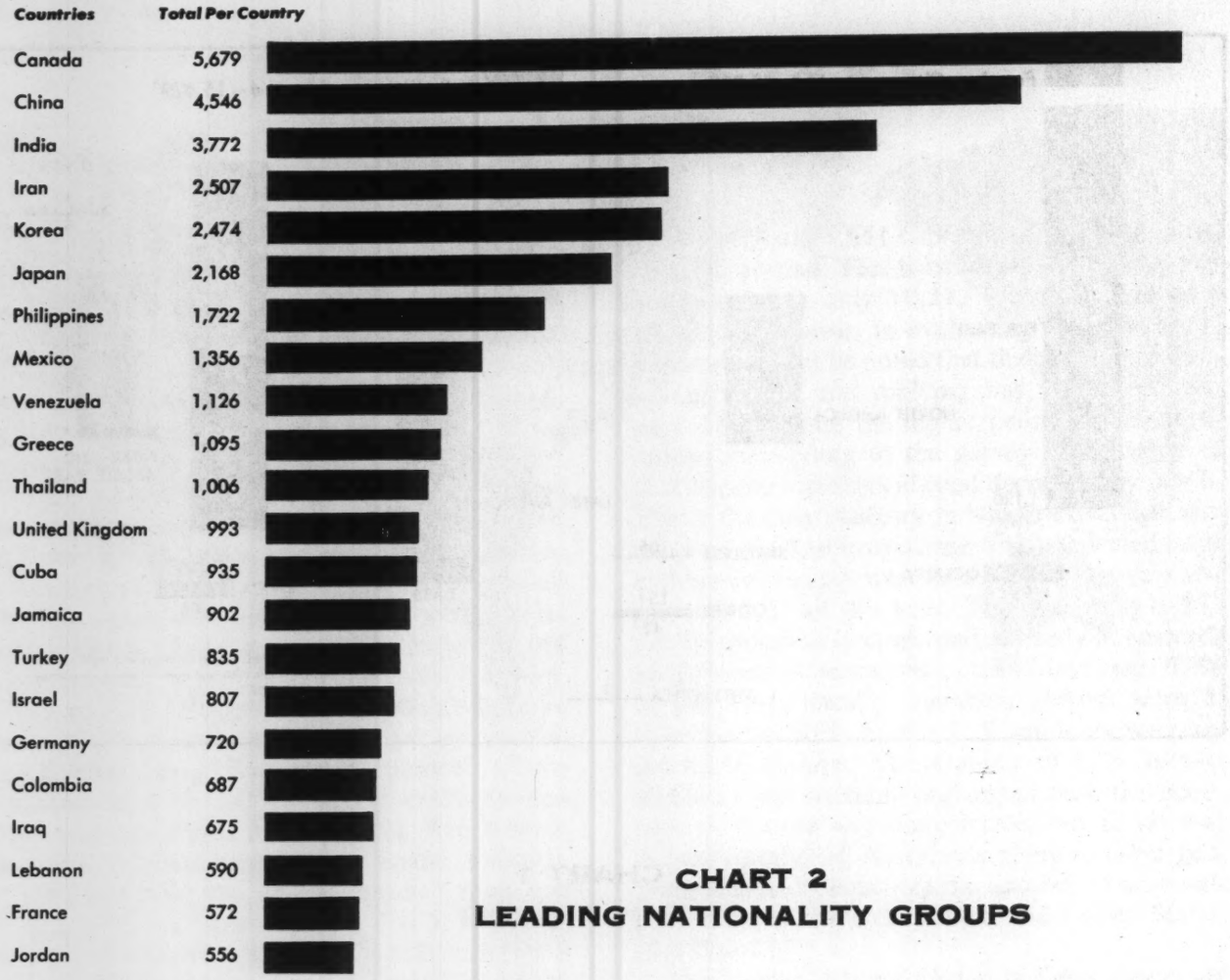

CHART 2
LEADING NATIONALITY GROUPS

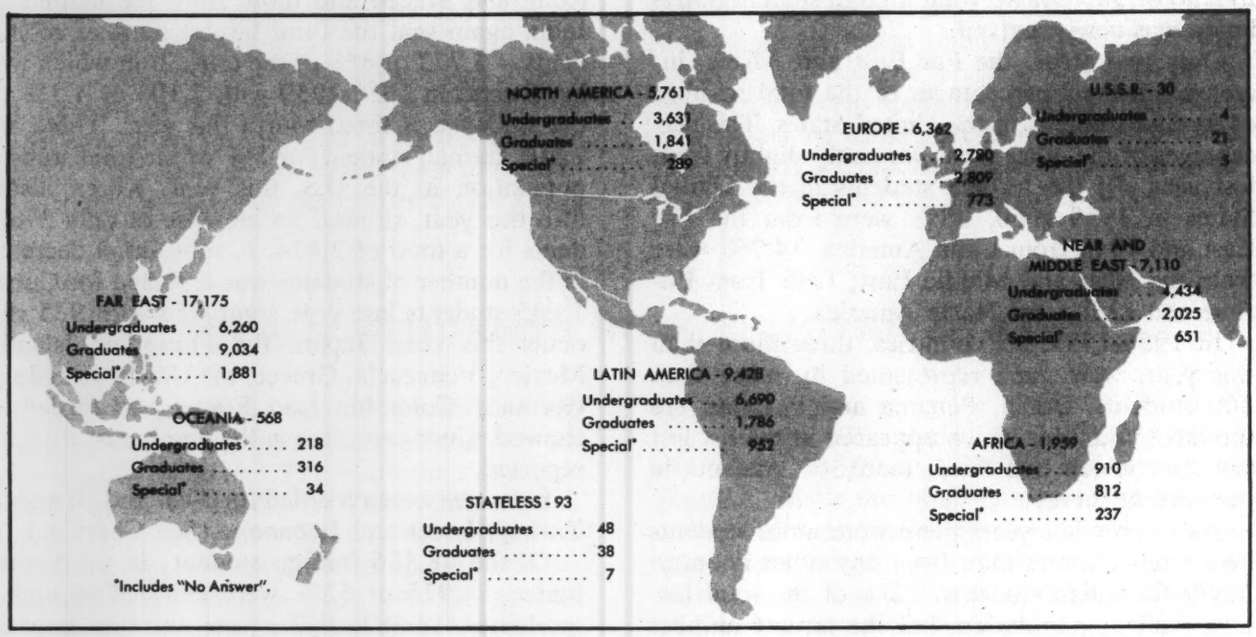

CHART 3 - ORIGIN OF FOREIGN STUDENTS

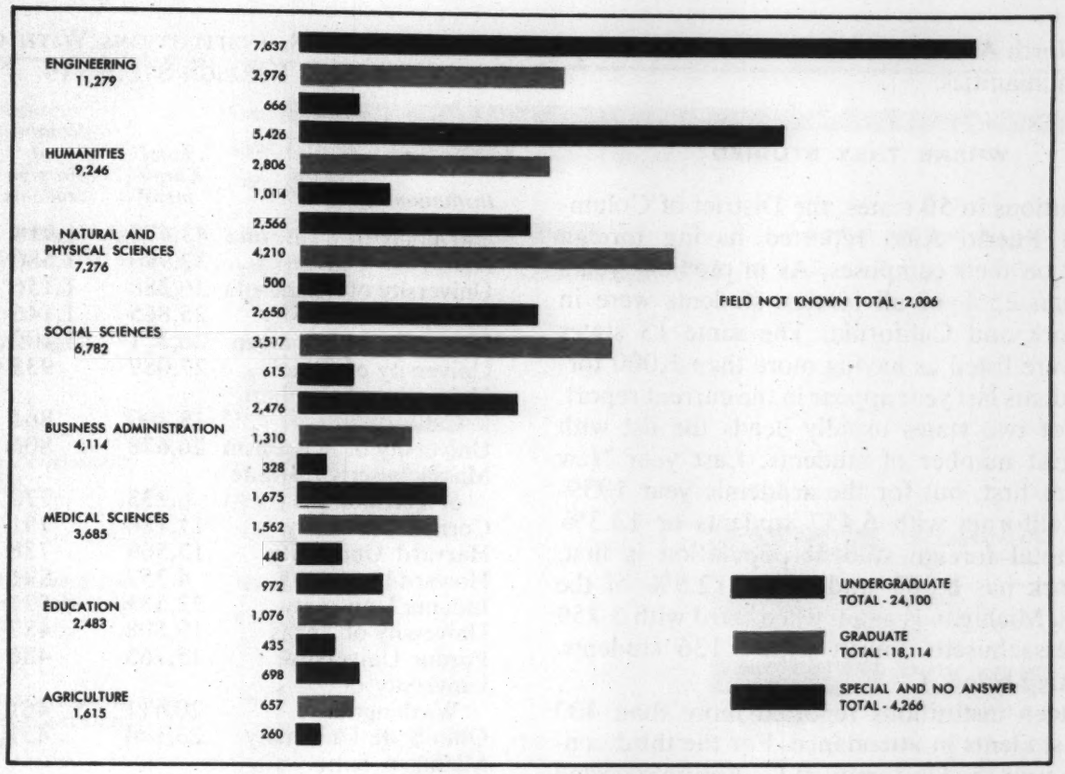

CHART 4 - FIELDS OF STUDY

There were more undergraduate than graduate students from Latin and North America, the Near and Middle East and Africa. 71% of all Latin American students, 63% of the North American students and 62% of the students from the Near and Middle East were undergraduates. 46% of the African students were undergraduates and 41% were graduates. 9% of the African students and 9% of the students from the Far East were classified as "special". The European students were almost equally divided between graduate and undergraduate status; 8% of the European students were "special". 56% of the students from Oceania and 53% from the Far East were in the graduate category.

Four countries had more than 75% of their students enrolled as undergraduates: 88% of the Cuban students, 79% of the Mexicans and the Venezuelans, and 77% of the Iranians. The largest percentage of graduate students from one country was 67% from India, followed by 62% of the students from the United Kingdom, 60% from the Philippines, 55% from France and 52% of the students from Japan.

22% of all the students from Thailand were special students. (See Chart 3.)

Engineering again proved to be the most popular field for foreign students in the United States. The number of students in engineering increased from 10,682 in 1958-1959 to 11,279 this year. The number of students in the humanities decreased from 9,472 in 1958-1959 to 9,246 this year. This year the number of students in the natural and physical sciences and social sciences increased to 7,276 and 6,782 respectively. Business administration increased to 4,114 while medical sciences decreased to 3,685. The number of students in education increased to 2,483 but the number in agriculture decreased to 1,615. (See Chart 4.)

More of the students in engineering, the humanities, business administration and the medical sciences were undergraduates. In the natural and physical sciences, the social sciences and education there were more graduate students reported.

As in previous years the largest number of Far Eastern students, 3,642, were in engineering; the next largest group of Far Easterners 3,344, were studying the natural and physical sciences. The largest number of Latin American students was divided between engineering, 2,520, and the humanities, 2,050. 37% of all of the Near and Middle Eastern students were in the field of engineering. In contrast the largest groups of Euro-

peans, North Americans and Africans were studying the humanities.

WHERE THEY STUDIED

Institutions in 50 states, the District of Columbia and Puerto Rico reported having foreign students on their campuses. As in previous years more than 25% of all foreign students were in New York and California. The same 13 states which were listed as having more than 1,000 foreign students last year appear in the current report.

One of two states usually heads the list with the largest number of students. Last year New York was first, but for the academic year 1959-1960 California with 6,457 students or 13.3% of the total foreign student population is first. New York has 6,069 students or 12.5% of the students. Michigan is again listed third with 3,259 and Massachusetts fourth with 3,136 students. (See listing below.)

Eighteen institutions reported more than 400 foreign students in attendance. For the third consecutive year the University of California reported the largest number of students: 1,918. Three schools, Howard University, Purdue University and Michigan State University did not appear on this list last year. This year Howard University reported 591 students, the largest percentage of foreign students in relation to its total enrollment. The Massachusetts Institute of Technology, which had the highest percentage in 1958-1959, had 12%, or the second highest this year. (See listing at right.)

Foreign Students by State

State	*Total Number of Students*	*Per Cent of Grand Total 48,486*
California	6,457	13.3
New York	6,069	12.5
Michigan	3,259	6.7
Massachusetts	3,136	6.5
Illinois	2,889	6.0
District of Columbia	2,020	4.2
Indiana	1,819	3.8
Pennsylvania	1,734	3.6
Texas	1,574	3.2
Ohio	1,550	3.2
Minnesota	1,473	3.0
Wisconsin	1,199	2.5
Washington	1,031	2.1

1959-60 U.S. Institutions With Over 400 Foreign Students

Institution	*Total Enrollment**	*Number of Foreign Students*	*Per Cent of Total Enrollment*
University of California	43,478	1,918	4.4
New York University	32,990	1,580	4.8
University of Minnesota	36,288	1,156	3.2
Columbia University	25,865	1,146	4.4
University of Michigan	26,581	1,109	4.2
University of Illinois	27,089	935	3.5
University of Southern California	18,300	864	4.7
University of Wisconsin	26,678	806	3.0
Massachusetts Institute of Technology	6,233	770	12.4
Cornell University	11,184	751	6.7
Harvard University	13,569	738	5.4
Howard University	4,357	591	13.6
Indiana University	23,531	531	2.3
University of Texas	19,508	487	2.5
Purdue University	15,763	486	3.1
University of Washington	20,411	461	2.3
Ohio State University	23,164	431	1.9
Michigan State University	20,549	427	2.1

*Figures are obtained from the *Education Directory*, 1959-60 Part III. Printed by the U. S. Department of Health, Education, and Welfare.

SOURCE OF SUPPORT

In recent years the number of self-supporting foreign students in the United States has been decreasing. Last year 19,577 or 42% of the students were self-supporting. This year only 18,557 or 38.3% reported that they were supporting themselves with their own funds. 13,451, a 2.3% increase over last year, were supported by private organizations. United States government grants*

*Department of State figures in May 1960 indicate that during the fiscal year 1959, the Department of State, under its educational and cultural exchange programs, made 5,294 grants to citizens of over 90 foreign countries to come to the United States for the following purposes: 2,232 for university study; 600 for special short educational travel projects; 687 to teach in elementary or secondary schools or for specialized training; 558 for university lecturing or post-doctoral research; 854 for observation and consultation; 363 for advanced training and practical experience in specialized and technical fields. 2,231 grants were made to U.S. citizens to go abroad for the following purposes: 1,117 for graduate study; 395 to teach in elementary or secondary schools or to attend foreign language summer seminars; 523 to lecture or conduct post-doctoral research at institutions of higher learning; 196 for general lecturing or specialized consultation and advice.

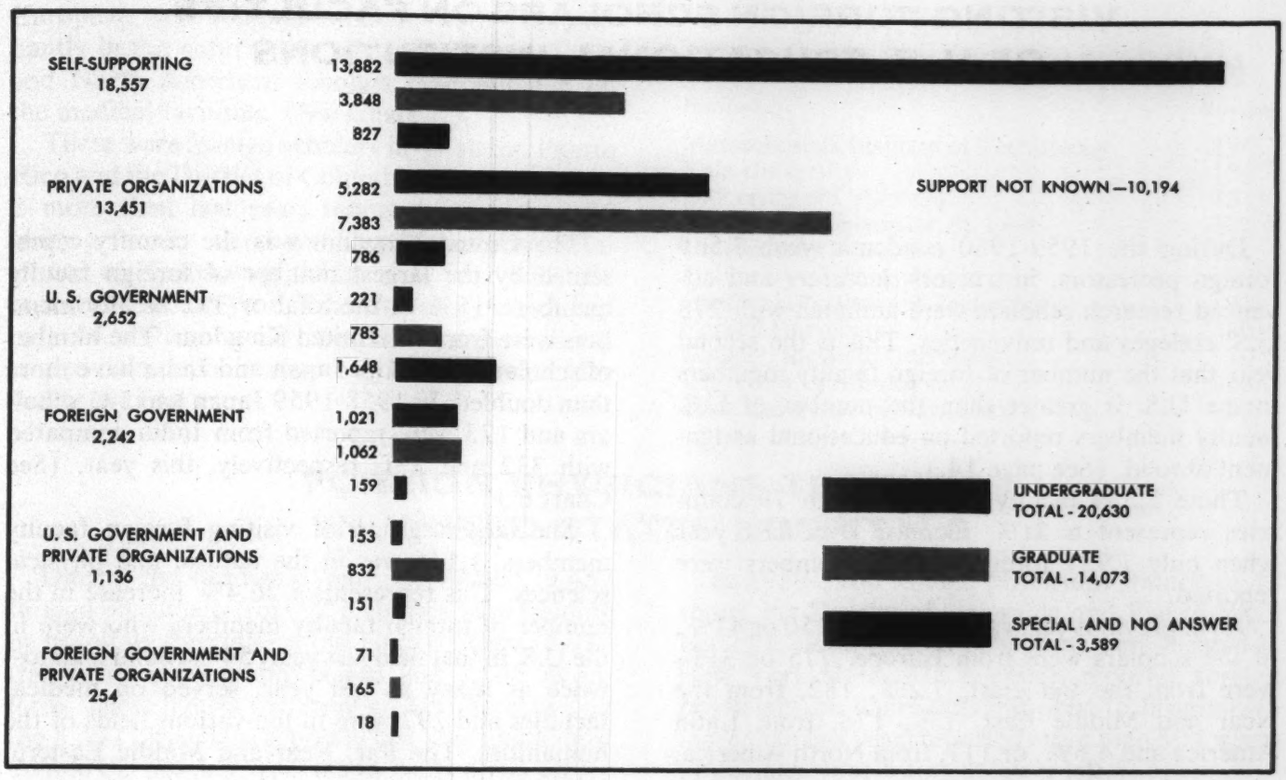

CHART 5 - SOURCES OF SUPPORT

increased from 2,273 last year to 2,652 for 1959-1960 and supported 5.5% of the total foreign student population. Foreign government grants decreased from 2,312 or 5% last year to 2,242 or 4.6% this year. Combined grants from the U.S. government and private sources and from foreign governments and private sources both increased. 1,136 students were financed by the U.S. government and private sources, and 254 by foreign governments in cooperation with private organizations.

10,194 students, 21%, did not supply information on the source of their support.

52% of the North Americans and 48% of the Latin Americans were self-supporting as were 33% of the Far Easterners and 46% of the Near and Middle Easterners. Of the students from the Near and Middle East, 15% were privately supported. The largest percentage of the Europeans, 37%, were privately supported. 26% of the African students were privately supported.

More than half of the U.S. government grants were reported by Far Eastern students and 31% of the foreign government-supported students came from the Near and Middle East.

43% of the students from Oceania received assistance from private organizations.

Of the self-supporting students 75% were undergraduates. 54% of the graduates and 39% of the undergraduates were financed by private organizations; 62% of the U.S. government students did not answer or were classified as "special" students. (See Chart 5.)

VISITING FOREIGN SCHOLARS ON FACULTIES OF U. S. EDUCATIONAL INSTITUTIONS

During the 1959-1960 academic year 2,539 foreign professors, instructors, lecturers and advanced research scholars were affiliated with 278 U.S. colleges and universities. This is the second year that the number of foreign faculty members in the U.S. is greater than the number of U.S. faculty members reported on educational assignment abroad. (See page 14.)

These 2,539 faculty members from 79 countries represent a 31% increase over last year when only 1,937 foreign faculty members were reported.

As in previous years almost half, 1,150 or 41%, of the scholars were from Europe, 775 or 31% were from the Far East, 7.2%, 182, from the Near and Middle East, 7%, 178, from Latin America and 4.6%, or 117, from North America.

The United Kingdom was the country represented by the largest number of foreign faculty members. 15% of the total or 392 faculty members were from the United Kingdom. The number of scholars from both Japan and India have more than doubled. In 1958-1959 Japan had 141 scholars and 123 were reported from India compared with 332 and 251, respectively, this year. (See Chart 6.)

The largest group of visiting foreign faculty members, 1,146 was in the natural and physical sciences. This represents a 26.4% increase in the number of foreign faculty members who were in the U.S. in that field last year. 544 scholars, almost twice as many as last year, served on medical faculties and 297 were in the various fields of the humanities. The Far, Near and Middle Eastern,

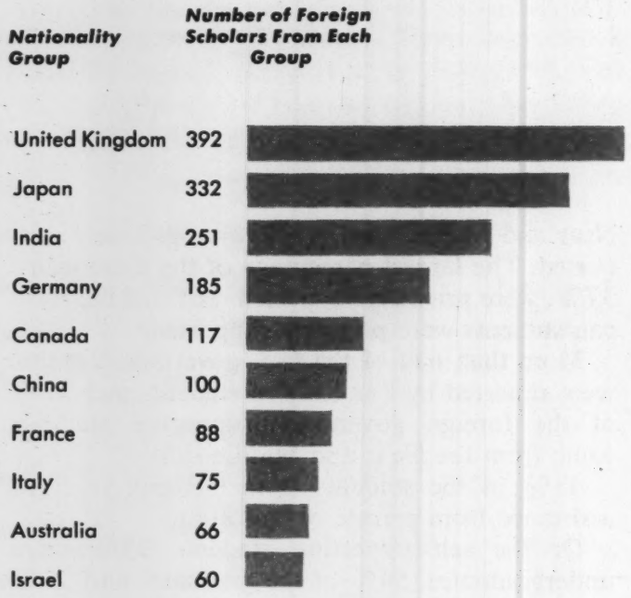

CHART 6
LEADING NATIONALITY GROUPS

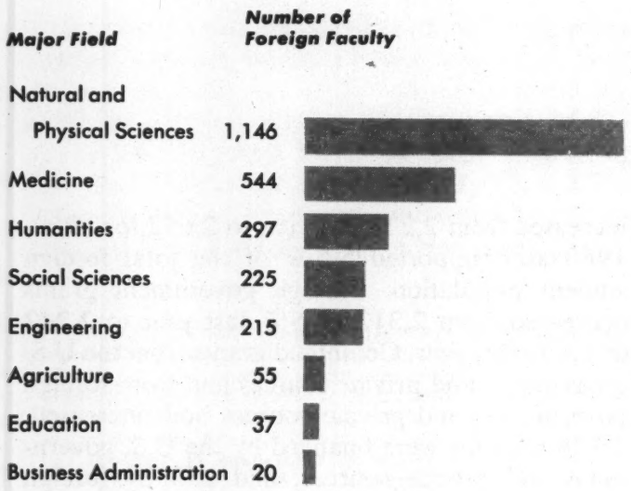

CHART 7
FIELDS OF INTEREST

European and African scholars were predominantly in the natural and physical sciences. Latin and North American scholars predominated on the medical faculties. (See Chart 7.)

There were foreign scholars in 44 states, Puerto Rico and the District of Columbia. Eleven schools, 2 more than last year, reported more than 50 visiting faculty members. The Massachusetts Institute of Technology which last year had 198 reported 194 this year. Yale University which had only 44 visiting faculty members last year almost tripled its number in reporting 131 this year. (See listing at right.)

U.S. Institutions Reporting 50 or More Foreign Faculty Members

Institution	*Number*
Massachusetts Institute of Technology	194
Yale University	131
University of California	131
Washington University, St. Louis	121
University of Wisconsin	121
University of Pennsylvania	99
California Institute of Technology	92
Cornell University	80
Rutgers, the State University	70
University of Minnesota	68
State University of New York	50

FOREIGN PHYSICIANS TRAINING IN UNITED STATES HOSPITALS

During the academic year 1959-1960, 9,457 foreign physicians from 92 countries were training in hospitals throughout the United States. 6,912 trained as resident physicians and 2,545 as interns. These figures represent a 13% increase over the 8,392 physicians reported last year and almost double the number reported in the first IIE survey of foreign physicians in 1954-1955. In that year 5,036 foreign physicians were with U.S. hospitals. The percentage ratio of residents and interns has remained much the same over the years.

Hospitals With More Than 50 Foreign Physicians

Hospital	*Number*
Bellevue Hospital Center, New York	87
Kings County Medical Center, Brooklyn, New York	75
Elmhurst General Hospital, Elmhurst, N. Y.	63
Harlem Hospital, New York, N. Y.	63
Jersey City Medical Center, Jersey City, N. J.	59
University of Minnesota Hospitals, Minneapolis, Minnesota	59
Homer G. Phillips Hospital, St. Louis, Mo.	58
Cleveland Metropolitan General Hospital, Cleveland, Ohio	57
Coney Island Hospital, Brooklyn, N. Y.	57
Lincoln Hospital, New York, N. Y.	56
Memorial Center for Cancer & Allied Diseases, New York, N. Y.	55
Queens Hospital Center, Jamaica, New York	53
Barnes Hospital, St. Louis, Mo.	50
Metropolitan Hospital, New York, N. Y.	50
Colorado State Hospital, Pueblo, Colo.	50

In 1959-1960 foreign physicians trained in 45 states, the District of Columbia and Puerto Rico, but 25% of all foreign physicians were located in New York State. 928 hospitals reported foreign physicians on their staffs but only 15 hospitals (5 more than last year) reported more than 50 foreign physicians. (See listing at lower left.)

This year the Institute is able to report on the fields of specialization of the foreign residents. Of those reporting 1,401 were training in general surgery, 787 in general medicine, 677 in pathology, 566 in psychiatry and 540 in obstetrics-gynecology.

Of the 9,457 physicians reported 3,639, 38.5% were from the Far East; 1,837, 19.4% from Latin America, 1,714, 18.1%, from the Near and Middle East and 1,543, 16.3%, from Europe. The Philippines was again the largest single source with a total of 2,319 physicians. (See listing below.)

Leading Nationalty Groups of Foreign Physicians in the United States

Country	*Number of Physicians*
Philippine Islands	2,319
Turkey	748
Iran	581
Canada	539
Mexico	498
India	375
Greece	344
Japan	322
Korea	317
Germany	261

FOREIGN INDUSTRIAL TRAINEES IN THE UNITED STATES

To provide information on training opportunities under programs sponsored by U.S. industrial and business firms, the Institute developed this survey. 97 firms reported 4,846 industrial trainees in the United States for varying periods of instruction. This training involved seminars, sessions at factory schools, forums, individual training assignments, observation of work techniques and the practical application of these techniques. For purposes of the survey the training was divided into four major categories: technical, managerial-supervisory, manufacturing-engineering and advertising-sales experience. 3,279, 68% of all of the trainees, received technical training; 445, 9%, were in the managerial-supervisory category; and 317 or 7% received training in manufacturing-engineering techniques. 270 received advertising-sales training, and 244 received unspecified types of industrial indoctrination.

3,136, 65% of the trainees were in the United States for less than one month. This group includes the 2,194 foreign nationals reported by International General Electric Company. Many of these trainees stayed at IGE for only one day of observation. The total in the less-than-one-month category also includes those trainees who were at a corporation for from one to three days of technical observation. 1,222, 25%, were with the firm for from one to six months and 250 or 5% were here for over six months. 3,388, 70% of the total trained in New York State.

Industrial trainees came from 85 countries. There were over 100 trainees in the U.S. from each of fourteen countries. (See listing below.)

Countries With Over 100 Trainees in the United States

Country	*Number of Trainees*
United Kingdom	554
Japan	453
Canada	393
Germany	347
France	321
Mexico	205
Argentina	180
Italy	173
Sweden	161
India	149
Australia	145
Brazil	138
Venezuela	124
Netherlands	116

UNITED STATES FACULTY MEMBERS ABROAD

A decrease in the number of U.S. faculty members abroad was reported for the academic year 1959-1960. This survey is the only one in which a decrease was reported. 1,777 faculty members from 339 U.S. colleges and universities were on research or teaching assignments in 87 countries. Last year 1,842 faculty members were reported. However, it must be noted that a number of schools which usually report large numbers of faculty members on educational assignments abroad did not reply to the survey this year.

As in previous years, the largest number of scholars, 932, or 52.4%, was on assignment in Europe. The second largest number, 358, or 20%, was in the Far East. 177 or 10% were in Latin America and 148, or 8%, in the Near and Middle East. Only 59 faculty members were located in Africa. A small number of U.S. faculty members were in Canada, Oceania, the U.S.S.R., Antarctica and on world tour. (See listing at right.)

The United Kingdom was again host country to the largest number of U.S. scholars abroad. Only 13% or 233 U.S. faculty members were reported in the U.K. The diversity of interest is reflected in the number of countries and by the lack of concentration of numbers in any single area. Italy had the second largest number of U.S. faculty members, with 100 on educational assignments.

Leading Host Countries

Country of Assignment	*Number of U. S. Scholars*
United Kingdom	233
Italy	100
Germany	99
France	92
India	85
Pakistan	62
Japan	46
Switzerland	41
Vietnam	41

As in previous years, the humanities, the social sciences and the natural and physical sciences were the leading fields of interest for the faculty members. Education, medicine, engineering, agriculture and business administration followed in that order. The fields of the social sciences, education and business administration showed a small increase in the number of scholars. 40%, 144 scholars, in the Far East were in the field of the social sciences; 31% of the social scientists were in Latin America, and 46% were in Africa. 41% of all the scholars in Europe were in the humanities. 23% of the scholars in the Near and Middle East concentrated on the natural and physical sciences as did 43% of those in North America and 42% of those in Oceania. 33% of the faculty members on general assignment were in the field of the humanities.

Michigan State University and the University of California again have the largest numbers of U.S. faculty members abroad. Michigan State, which was listed second last year, increased its total number of scholars from 89 in 1958-1959 to 147 this year. The University of California, which reported 178 faculty members abroad last year, reported only 115 this year. This year 12 institutions reported more than 30 faculty members abroad but several of the schools which appeared on last year's listing had fewer faculty members abroad this year. However, 5 new schools have been added: the University of Indiana, with 46 scholars; Columbia University, reported 40 scholars; the State University of New York, 38; the University of Pittsburgh, 33; and the University of Wisconsin, 33. (See listing below.)

Institutions With More Than 30 Faculty Members Abroad

Institution	*Number of Faculty Members Abroad*
Michigan State University	147
University of California	115
University of Michigan	54
Cornell University	49
University of Indiana	46
Columbia University	40
State University of New York	38
University of Minnesota	36
University of Illinois	34
University of Pittsburgh	33
University of Wisconsin	33
Yale University	31

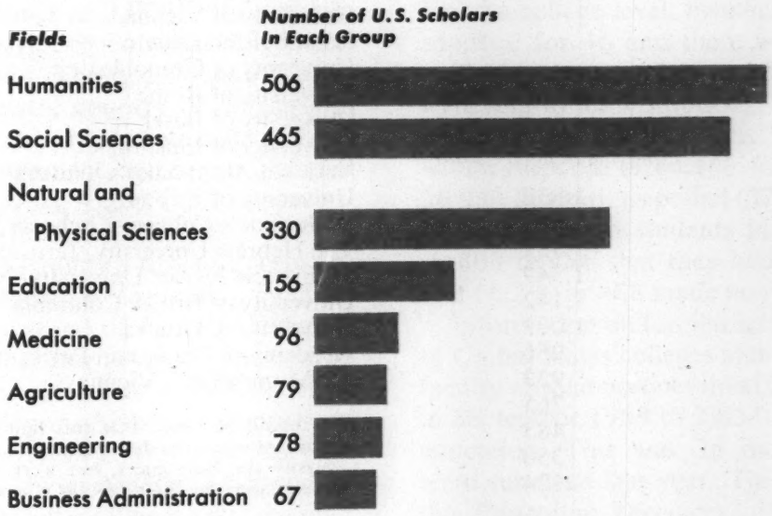

CHART 8 - FIELDS OF INTEREST

UNITED STATES STUDENTS ABROAD—1958-1959

During the 1958-1959 academic year 13,651 U.S. students were reported at 520 institutions in 62 foreign countries. These figures represent an increase of 3,438, or 34% of the number of American students abroad reported in last year's *Open Doors* and an increase of 98 institutions and 14 countries. While it is believed that there is an actual increase in the number of U.S. students abroad, it must be noted that the returns from the IIE survey of foreign institutions with U.S. students in attendance were more complete this year than ever before.

12,187 students, 89% of the total, were in 12 host countries; 9,520, 70%, were in Europe; 1,681, 12%, were in Canada; 1,308, 10%, were in Latin America and less than 2% were in the Near and Middle East. (See listing below.) This year 34 schools reported more than 100 students, accounting for 9,110 students or 67% of the total. Last year only 26 institutions listed more than 100 students. This year only one university, the University of Paris, reported more than 1,000 students. (See listing at right.)

For the first time in many years it is possible for the Institute to present limited figures on the fields of study of U.S. students abroad. 6,443, 47% of the students were in the humanities and 2,248, 16%, were in the field of medicine or related fields of study (nursing, pharmacy, veterinary medicine, tropical medicine and dentistry). Only 1,305, 10%, were in the social sciences. 2,750 or 20% of the students did not supply information on field of study.

The figures on U.S. students abroad cover the academic year 1958-1959 as the time required to receive replies from schools overseas makes it necessary to report on the previous year's enrollment.

Leading Host Countries

Host Country	*Number of U. S. Students Studying in Each Country*
France	1,832
Canada	1,681
United Kingdom	1,352
Germany	1,349
Mexico	1,142
Switzerland	1,023
Vatican City	956
Italy	933
Austria	765
Spain	483
Philippines	350
Belgium	324

Institutions Reporting Over 100 U.S. Students

Institution	*Number*
University of Paris	1,202
Mexico City College	888
University of London	494
Pontifical Gregorian University	419
McGill University, Montreal	388
North American College, Vatican City	325
University of Geneva	313
University of Madrid	302
Italian University for Foreigners, Perugia	301*
University of Munich	289
University of the Philippines, Quezon City	275
University of Edinburgh	250
University of Toronto	249
University of Heidelberg	248
Catholic University of Louvain	235
University of Bologna	227
University of Oxford	225
Vienna Academy of Medicine	218
University of Lausanne	188
University of Ryukyus, Naha	179
University of Vienna	177
School of the Louvre	169
University of Grenoble	159
University of Rome	147
University of Basel	143
University of Innsbruck	135
National Autonomous University of Mexico	133
University of Fribourg	127
St. Jerome's College, Kitchener, Ontario	126
The Hebrew University, Jerusalem	122
St. Francis Xavier University, Nova Scotia	122
University of British Columbia	115
University of Ottawa	113
Academy of Music and Performing Arts "Mozarteum", Vienna	110

*It should be noted that this figure may include Fulbright grantees who attended orientation classes at the Italian University for Foreigners, but were enrolled in other Italian universities for their regular courses of study.

CONDUCT OF THE SURVEYS

Open Doors 1960 is the report of the six surveys conducted by the Institute of International Education during 1959-1960. The groups surveyed include foreign students enrolled in U.S. colleges and universities, foreign faculty members teaching or doing research in American institutions of higher education, foreign physicians training in the United States, U.S. students abroad, U.S. professors on educational assignments abroad and, for the first time this year, foreign industrial trainees in the United States.

The census of foreign students in U.S. institutions of higher education reports the findings of a questionnaire mailed in September 1959 to college and university personnel at 3,008 institutions in the 50 states, the District of Columbia, the Canal Zone and Puerto Rico. The questionnaire asked for name, year of birth, country of citizenship, address in home country, type of visa, date of beginning exchange assignment, institution attended for exchange study, status, field of study or specialization and source of financial support.

The names of the institutions surveyed were obtained from the *Education Directory,* 1958-59 (Part III Higher Education) of the U.S. Office of Education; *Educational Institutions Approved by the Attorney General; American Junior Colleges,* edited by Jessie P. Bogue, American Council on Education, 1956; *American Universities and Colleges,* edited by Mary Irwin, American Council on Education, 1956; *The College Blue Book; Lovejoy's College Guide; Directory of Catholic Colleges and Schools in the United States; Patterson's American Educational Directory;* reports of accrediting agencies and past census reports of the Institute.

To be included in this census a foreign student must be a citizen of a country other than the U.S. who intends to return to his home country when his period of study in the United States is completed. Reports from the institutions showed that 2,075 students did not meet the stated definition. These students included 1,030 immigrants, 685 permanent residents of the U.S. and 84 U.S. citizens. Among those also reported were 19 who had withdrawn from school, and 132 who were also reported in the surveys of physicians and faculty members. 11 were reported by more than one institution, 1 student was enrolled in courses below the college level, insufficient information was supplied for 46 and there were 67 duplications.

To insure complete coverage two reminders were sent to the institutions. The total percentage of replies for 1959-60 was 83.8% as compared with a response of 84.1% for 1958-59. 1,712 or 56.9% institutions polled (32 more than last year) reported foreign students in attendance; 26.8% or 808 replied that they had no foreign students and 16.2% or 488 made no reply.

Information on foreign scholars on the faculties of United States colleges and universities and U.S. faculty abroad was obtained from a survey mailed in September 1959 to 2,034 institutions of higher education. This was 26 more institutions than were surveyed last year. The list was taken from the *Education Directory,* 1958-59 of the U.S. Office of Education.

Replies were received from 1,769, 88%, of the colleges or universities polled. Last year only

72.6% of the institutions responded. Of the total replies, 105 institutions, 5.9%, reported visiting foreign faculty members; 166 or 9.4% only reported members of their faculty abroad and 173 or 9.7% reported both American faculty abroad and foreign faculty in the United States. 1,325 or 75% of the institutions replied that they had no foreign scholars on their faculties, and no members of their faculty abroad. This year 262 or 12% of the colleges and universities did not reply.

The questionnaires requested the name, permanent address in the United States, sex, field of interest or specialization, country of assignment and source of financial support of both the visiting foreign scholars and the U.S. faculty members on teaching or educational assignments abroad.

Questionnaires for the survey of foreign physicians training in the United States were mailed by the American Medical Association in October-November 1959 to the 1,451 hospitals approved by the AMA for internships and/or residencies. Replies were received from 1,365 or 94% of the hospitals polled; 928 or 68% reported foreign physicians on their staffs, 437 or 32% reported no foreign physicians and 87 of the hospitals or 6% of those polled did not reply. Reports from several major hospitals were received after the deadline and it was not possible to include these statistics in *Open Doors 1960*.

The questionnaire asked the reporting hospital official to provide the name, country of citizenship, address in home country, year of birth, sex, status (intern or resident), year U.S. medical training began, medical specialty (if resident) and source of financial support of each foreign intern or resident. The Institute asked if the foreign physician was certified by the Educational Council for Foreign Medical Graduates. As this certification did not become official until 1960, returns were too scattered and too incomplete to warrant tabulation.

Only interns and residents having both foreign citizenship and permanent residence in a foreign country were included.

IIE conducted for the first time, this year, a survey to obtain information on the number of foreign citizens in this country in 1959 to receive managerial and technical training under the auspices of U.S. business and industrial firms and who have returned or intend to return to their home countries upon completion of this training.

A letter mailed in March to 315 corporations with international operations and representing a variety of industries explained the purpose of the survey and requested specific information on the number and nationality of the foreign citizens receiving training during 1959 and the length and type of training received.

Of the corporations polled 148 or 46.9% replied. 97, 65.5%, of those replying reported having foreign trainees and 51 or 34.5% stated that no foreign nationals were training at their plants. 167 or 53.1% did not reply.

The survey of U.S. citizens studying abroad is for the 1958-59 academic year. The survey was mailed in February 1959 to 1,257 institutions — 297 more than were polled in 1958. Reporting officials were asked not to include in their totals students enrolled for summer courses or persons classified as members of the faculty.

The list of foreign institutions surveyed was prepared from *Universities of the World Outside U.S.A.* edited by M. M. Chambers, American Council on Education, 1950; the *Handbook on International Study,* Institute of International Education, 1958; *Commonwealth Universities Yearbook,* edited by J. F. Foster, Association of Universities of the British Commonwealth, 1959; *International Handbook of Universities,* edited by H. M. R. Keyes, International Association of Universities, 1959; *The International Programs of American Universities* published by the Institute of Research on Overseas Programs, Michigan State University, 1958 and *Educational Institutions Abroad — Fulbright Act,* published by the Board of Foreign Scholarships, International Exchange Service, Bureau of Cultural Relations, Department of State, Revised edition 1959.

Of the 1,257 institutions polled 1,140 or 90.7% replied. Last year only 77.7% responded to the survey questionnaire. 520 or 41.4% of the institutions reported U.S. students; 620 or 49.3% stated that no United States citizens were enrolled at their institutions and 117 or 9.3% did not reply.

In the future, IIE will continue its efforts to present as complete a report as possible on the individuals engaged in educational exchange between the United States and other countries. The Institute of International Education is grateful for the assistance and cooperation of those contributing the information which made this report possible.

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TABLE I

FOREIGN STUDENTS: HOME COUNTRY, SEX, YEAR STUDIES IN U. S. BEGAN, FINANCIAL SUPPORT, ACADEMIC STATUS

HOME COUNTRY	Total	SEX		YEAR STUDIES BEGAN				FINANCIAL SUPPORT*						ACADEMIC STATUS			
		Male	Female	1959-1960	1958	1957 & before	No answer	U.S. Govt.	Foreign Govt.	Self	Private	U.S. Govt. and Private	Foreign Govt. and Private	Undergraduate	Graduate	Special Student	No answer
TOTAL	**48486**	**37988**	**10498**	**17835**	**9858**	**14429**	**6364**	**2652**	**2242**	**18557**	**13451**	**1136**	**254**	**24975**	**18682**	**3502**	**1327**
FAR EAST	**17175**	**12828**	**4347**	**6037**	**3416**	**5370**	**2352**	**1395**	**410**	**5648**	**5633**	**327**	**45**	**6260**	**9034**	**1511**	**370**
British Borneo	13	7	6	6	3	4	—	—	—	3	9	—	—	11	1	1	—
Burma	227	195	32	73	50	73	31	31	82	28	39	7	1	91	110	17	9
Cambodia	36	35	1	14	7	9	6	25	—	1	3	—	1	28	3	4	1
Ceylon	73	59	14	41	10	13	9	20	1	11	26	4	—	14	43	15	1
China[1]	4546	3074	1472	1449	954	1483	660	54	10	1917	1500	12	1	2041	2275	138	92
Federation of Malaya[2]	234	180	54	64	46	100	24	11	1	76	97	5	—	161	65	6	2
India	3772	3378	394	1540	785	929	518	282	48	1171	1314	86	21	840	2520	314	98
Indonesia	531	449	82	278	87	90	76	201	17	41	157	10	—	120	199	205	7
Japan	2168	1604	564	802	458	615	293	88	18	409	1073	120	8	849	1129	141	49
Korea	2474	2048	426	552	365	1213	344	152	31	1026	771	7	3	1124	1106	201	43
Laos	9	8	1	6	2	1	—	6	1	1	1	—	—	7	1	—	1
Nepal	34	29	5	15	8	2	9	19	—	2	4	—	—	5	8	20	1
Philippine Islands	1722	864	858	649	351	479	243	119	14	630	464	44	4	502	1049	131	40
Portuguese India	8	7	1	4	3	—	1	—	—	1	6	—	—	1	7	—	—
Ryukyu Islands	80	71	9	35	22	14	9	50	1	5	10	7	—	19	55	4	2
Thailand	1006	647	359	399	222	281	104	238	184	289	104	19	6	378	389	220	19
Vietnam	242	173	69	110	43	64	25	99	2	37	55	6	—	69	74	94	5
NEAR and MIDDLE EAST	**7110**	**6237**	**873**	**2231**	**1567**	**2419**	**893**	**300**	**711**	**3318**	**1063**	**70**	**34**	**4434**	**2025**	**440**	**211**
Aden Colony	1	1	—	1	—	—	—	—	—	—	1	—	—	—	1	—	—
Afghanistan	99	94	5	30	15	41	13	30	21	17	4	2	2	40	23	36	—
Bahrain	3	3	—	—	1	1	1	—	—	3	—	—	—	3	—	—	—
Cyprus	63	56	7	20	16	17	10	—	—	28	14	1	—	38	18	3	4
Iran	2507	2281	226	778	605	819	305	46	230	1525	135	3	11	1924	392	104	87
Iraq	675	597	78	165	141	264	105	14	189	259	49	—	6	361	276	24	14
Israel	807	632	175	265	202	217	123	10	14	264	251	9	2	411	337	38	21
Jordan	556	510	46	138	100	268	50	12	9	306	135	6	—	404	133	9	10
Kuwait	49	49	—	22	11	13	3	—	24	10	6	—	2	41	1	7	—
Lebanon	590	530	60	174	131	233	52	2	3	364	111	1	1	408	157	11	14
Muscat and Oman	2	2	—	2	—	—	—	—	1	—	1	—	—	1	1	—	—
Pakistan	534	477	57	214	112	135	73	97	16	156	115	32	3	164	259	94	17
Saudi Arabia	93	93	—	24	11	27	31	2	33	14	9	—	—	59	27	4	3
Syria (U.A.R.)	283	268	15	71	46	127	39	3	8	156	50	—	—	195	70	9	9
Turkey	835	631	204	324	174	252	85	80	159	216	182	15	7	380	322	101	32
Yemen	13	13	—	3	2	5	3	4	4	—	—	1	—	5	8	—	—
EUROPE	**6362**	**4731**	**1631**	**2985**	**1178**	**1390**	**809**	**287**	**180**	**1636**	**2372**	**560**	**49**	**2780**	**2809**	**524**	**249**
Albania[3]	1	1	—	—	—	1	—	—	—	—	1	—	—	—	1	—	—
Austria	102	73	29	57	13	15	17	6	—	21	29	28	1	28	53	17	4
Belgium	117	97	20	64	23	17	13	9	6	26	37	13	2	32	74	8	3
Bulgaria[3]	1	1	—	1	—	—	—	—	—	1	—	—	—	1	—	—	—
Czechoslovakia[3]	7	5	2	1	—	2	4	—	—	—	—	—	—	2	2	1	2
Denmark	121	78	43	71	15	17	18	5	—	23	42	26	2	49	46	22	4
Estonia[3]	2	2	—	1	—	1	—	—	—	—	2	—	—	—	2	—	—
Finland	118	57	61	77	17	13	11	27	—	24	38	9	2	45	52	19	2
France	572	415	157	309	107	84	72	44	14	142	165	101	7	210	314	39	9
Germany	720	516	204	379	118	121	102	33	5	140	294	112	6	253	335	99	33
Greece	1095	869	226	331	217	439	108	39	20	433	283	44	2	710	302	46	37
Hungary[3]	53	48	5	7	3	1	42	—	—	6	4	—	—	30	19	—	4
Iceland	55	44	11	29	6	13	7	5	5	12	15	7	—	24	22	8	1
Ireland	109	88	21	56	19	18	16	4	3	13	68	—	3	20	74	4	11
Italy	443	348	95	195	87	107	54	27	8	135	134	33	1	224	181	30	8
Latvia[3]	3	2	1	2	—	1	—	—	—	1	2	—	—	2	—	—	1
Liechtenstein	2	2	—	—	—	2	—	—	—	—	1	—	—	1	1	—	—
Lithuania[3]	4	3	1	1	—	3	—	—	—	2	1	—	—	4	—	—	—

TABLE I CONTINUED

HOME COUNTRY	Total	SEX		YEAR STUDIES BEGAN				FINANCIAL SUPPORT*						ACADEMIC STATUS			
		Male	Female	1959-1960	1958	1957 & before	No answer	U.S. Govt.	Foreign Govt.	Self	Private	U.S. Govt. and Private	Foreign Govt. and Private	Undergraduate	Graduate	Special Student	No answer
Luxembourg	8	5	3	3	2	1	2	2	—	—	3	1	—	2	5	1	—
Malta	11	8	3	7	2	2	—	1	—	—	8	1	—	4	5	2	—
Monaco	1	1	—	—	—	—	1	—	—	—	—	—	—	1	—	—	—
Netherlands	395	288	107	191	74	105	25	5	5	152	138	37	2	228	121	36	10
Norway	430	354	76	195	113	79	43	5	83	103	130	33	12	267	125	30	8
Poland	78	58	20	43	11	4	20	4	2	8	34	—	—	11	54	11	2
Portugal	129	88	41	51	21	40	17	2	5	54	35	1	—	75	45	7	2
Romania[8]	3	3	—	1	—	—	2	—	1	—	—	—	—	—	1	2	—
San Marino	1	—	1	1	—	—	—	—	—	—	1	—	—	—	—	1	—
Spain	288	235	53	123	60	82	23	30	4	67	135	2	—	108	155	18	7
Sweden	219	134	85	135	34	18	32	5	4	42	118	1	2	107	71	37	4
Switzerland	171	125	46	83	33	30	25	1	3	41	84	1	—	58	89	19	5
United Kingdom	993	709	284	517	177	160	139	12	11	157	537	110	7	241	616	45	91
Yugoslavia	110	74	36	54	26	14	16	21	1	33	33	—	—	43	44	22	1
LATIN AMERICA	**9428**	**7298**	**2130**	**3325**	**1935**	**2739**	**1429**	**435**	**407**	**4530**	**1806**	**87**	**34**	**6690**	**1786**	**622**	**330**
Caribbean, Total	**2582**	**1858**	**724**	**730**	**610**	**927**	**315**	**37**	**36**	**1445**	**439**	**3**	**7**	**1993**	**365**	**66**	**158**
Bahama Islands	84	56	28	23	15	39	7	—	2	50	16	—	—	68	11	1	4
Barbados	60	45	15	21	12	18	9	1	1	27	13	—	2	41	13	1	5
British West Indies	15	9	6	3	4	1	7	—	—	1	1	—	—	7	5	2	1
Cuba	935	758	177	258	284	346	47	6	3	691	115	—	—	815	84	17	19
Dominican Republic	86	61	25	36	19	28	3	4	1	58	11	1	—	71	11	4	—
Haiti	113	85	28	46	11	43	13	16	5	44	17	—	2	64	25	16	8
Jamaica	902	552	350	243	186	326	147	5	17	400	192	2	1	671	148	13	70
Leeward Islands	44	31	13	13	8	19	4	2	1	22	7	—	—	31	9	3	1
Martinique	2	2	—	2	—	—	—	—	—	1	1	—	—	2	—	—	—
Netherlands West Indies	40	35	5	8	16	8	8	—	3	13	11	—	2	36	3	—	1
Trinidad	255	192	63	66	48	79	62	3	3	118	46	—	—	158	46	7	44
Windward Islands	46	32	14	11	7	20	8	—	—	20	9	—	—	29	10	2	5
Central America, Total	**1578**	**1152**	**426**	**604**	**308**	**514**	**152**	**113**	**47**	**961**	**209**	**5**	**6**	**1224**	**201**	**113**	**40**
British Honduras	33	22	11	14	8	9	2	—	1	24	7	—	—	26	5	2	—
Costa Rica	201	155	46	81	39	63	18	22	3	111	31	1	—	147	28	21	5
El Salvador	217	165	52	89	36	61	31	14	10	122	23	—	—	176	18	18	5
Guatemala	242	182	60	84	50	76	32	22	4	153	17	—	—	185	30	20	7
Honduras	151	101	50	67	31	41	12	11	3	98	21	—	—	113	16	15	7
Nicaragua	190	158	32	68	40	59	23	22	2	109	20	3	—	142	30	15	3
Panama	544	369	175	201	104	205	34	22	24	344	90	1	6	435	74	22	13
Mexico	1356	1159	197	412	206	260	478	21	11	472	309	5	3	1069	208	54	25
South America, Total	**3912**	**3129**	**783**	**1579**	**811**	**1038**	**484**	**264**	**313**	**1652**	**849**	**74**	**18**	**2404**	**1012**	**389**	**107**
Argentina	293	201	92	142	48	54	49	20	16	76	97	16	1	105	148	32	8
Bolivia	155	127	28	53	34	48	20	12	3	66	45	3	1	103	39	11	2
Brazil	473	329	144	211	85	110	67	78	36	108	136	12	3	177	194	87	15
British Guiana	201	155	46	44	37	80	40	2	4	82	54	—	—	126	45	7	23
Chile	251	194	57	125	50	32	44	41	8	48	82	21	2	80	121	45	5
Colombia	687	570	117	276	142	184	85	40	95	325	96	10	4	436	170	65	16
Ecuador	210	166	44	89	41	54	26	23	11	100	35	4	—	145	38	26	1
French Guiana	1	1	—	1	—	—	—	—	—	—	1	—	—	—	1	—	—
Paraguay	52	32	20	27	8	9	8	14	2	8	12	3	—	17	21	14	—
Peru	418	337	81	150	87	122	59	23	7	228	64	4	1	313	74	22	9
Surinam	6	4	2	3	1	2	—	—	—	2	2	—	—	3	3	—	—
Uruguay	39	27	12	18	6	11	4	5	6	10	14	—	—	15	17	7	—
Venezuela	1126	986	140	440	272	332	82	6	125	599	211	1	6	884	141	73	28
North America	**5761**	**4626**	**1135**	**2239**	**1272**	**1799**	**451**	**7**	**108**	**2975**	**1775**	**4**	**42**	**3631**	**1841**	**206**	**83**
Bermuda	82	54	28	17	17	34	14	—	1	50	13	—	—	67	5	—	10
Canada	5679	4572	1107	2222	1255	1765	437	7	107	2925	1762	4	42	3564	1836	206	73

TABLE I CONTINUED

HOME COUNTRY	Total	SEX		YEAR STUDIES BEGAN				FINANCIAL SUPPORT*						ACADEMIC STATUS			
		Male	Female	1959-1960	1958	1957 & before	No answer	U.S. Govt.	Foreign Govt.	Self	Private	U.S. Govt. and Private	Foreign Govt. and Private	Undergraduate	Graduate	Special Student	No answer
AFRICA	**1959**	**1698**	**261**	**762**	**352**	**539**	**306**	**219**	**400**	**303**	**519**	**34**	**41**	**910**	**812**	**170**	**67**
Algeria	7	7	—	3	2	—	2	—	—	1	2	—	—	4	1	2	—
Angola	1	1	—	1	—	—	—	—	—	1	—	—	—	1	—	—	—
Basutoland	3	3	—	2	1	—	—	1	—	—	1	—	—	—	2	1	—
Belgian Congo	2	2	—	1	—	1	—	—	—	—	2	—	—	2	—	—	—
Cameroons (British)	7	7	—	2	3	2	—	3	—	1	2	—	—	4	2	1	—
Cameroons, State of the	2	1	1	2	—	—	—	1	1	—	—	—	—	2	—	—	—
Egypt (U.A.R.)	490	416	74	159	89	137	105	20	127	95	97	4	15	110	359	15	6
Ethiopia	170	155	15	69	33	50	18	25	67	9	18	—	7	74	66	26	4
French West Africa[4]	4	4	—	3	—	—	1	—	—	—	3	—	—	4	—	—	—
Ghana	167	152	15	55	21	67	24	19	52	11	51	4	2	90	53	15	9
Kenya	156	136	20	93	30	21	12	14	—	17	90	5	1	118	23	10	5
Liberia	170	126	44	51	35	62	22	15	79	23	15	—	3	108	39	18	5
Libya	27	26	1	8	6	7	6	7	7	2	1	—	—	9	11	7	—
Malagasy Republic	1	1	—	1	—	—	—	—	—	—	1	—	—	1	—	—	—
Mauritius	10	8	2	3	6	1	—	—	—	7	2	—	—	9	1	—	—
Morocco	59	47	12	37	7	5	10	37	2	5	6	—	—	35	6	15	3
Mozambique	2	2	—	—	—	2	—	—	—	1	1	—	—	—	2	—	—
Nigeria	258	244	14	92	36	86	44	17	41	44	88	2	5	148	79	9	22
Northern Rhodesia	9	8	1	7	—	2	—	2	—	2	2	—	1	4	5	—	—
Nyasaland	2	1	1	—	—	2	—	—	—	—	1	—	—	2	—	—	—
Sierra Leone	39	31	8	11	8	15	5	—	—	13	20	—	—	30	6	—	3
Somalia	11	11	—	3	2	4	2	9	1	—	—	—	—	—	4	6	1
Southern Rhodesia	16	13	3	11	1	4	—	3	—	5	6	1	—	8	6	2	—
Southwest Africa	14	12	2	8	1	2	3	—	—	4	5	—	—	2	11	—	1
Sudan	53	52	1	26	11	5	11	25	5	5	2	2	—	12	15	25	1
Tanganyika	36	29	7	20	10	3	3	4	—	3	22	2	1	24	7	4	1
Togo, Republic of	1	1	—	—	—	1	—	—	—	—	—	—	—	—	1	—	—
Tunisia	30	27	3	7	2	2	19	7	—	1	3	—	—	9	15	6	—
Uganda	29	22	7	13	7	6	3	7	4	3	7	3	—	15	9	2	3
Union of South Africa	181	151	30	73	41	51	16	2	14	50	70	11	6	85	89	5	2
Zanzibar	2	2	—	1	—	1	—	1	—	—	1	—	—	—	—	1	1
OCEANIA	**568**	**461**	**107**	**211**	**125**	**146**	**86**	**9**	**22**	**115**	**244**	**53**	**7**	**218**	**316**	**22**	**12**
Australia	367	305	62	143	81	93	50	6	5	66	185	40	3	103	238	16	10
Cook Island	1	1	—	—	—	—	1	—	—	—	—	—	—	—	1	—	—
Fiji Islands	21	18	3	3	2	15	1	—	—	13	3	—	—	19	2	—	—
French Oceania	6	3	3	4	—	1	1	—	—	2	3	—	—	4	—	—	2
New Zealand	119	93	26	49	18	20	32	—	2	24	40	13	2	42	73	4	—
Pacific Islands	38	31	7	5	20	12	1	2	15	6	6	—	2	35	1	2	—
Tonga	7	4	3	2	2	3	—	—	—	1	4	—	—	6	1	—	—
Western Samoa	9	6	3	5	2	2	—	1	—	3	3	—	—	9	—	—	—
Union of Soviet Socialist Republics	**30**	**28**	**2**	**16**	**1**	**—**	**13**	**—**	**2**	**2**	**9**	**—**	**1**	**4**	**21**	**3**	**2**
Stateless	**93**	**81**	**12**	**29**	**12**	**27**	**25**	**—**	**2**	**30**	**30**	**1**	**1**	**48**	**38**	**4**	**3**

[1]Includes students from Taiwan, Hong Kong and Macao.

[2]Includes students from Singapore.

[3]Students from these countries have given a home address in a country other than the U.S.

[4]Students listed under French West Africa failed to specify the republics from which they came.

*Since a number of the students polled did not include information concerning financial support, there is a discrepancy between the total number of students and the total number reporting financial support.

TABLE II **FOREIGN STUDENTS: FIELDS OF MAJOR INTEREST**

HOME COUNTRY	Total	Agriculture	Business Administration	Education	ENGINEERING							HUMANITIES							Dentistry	Medicine
					Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	Architecture	Creative Arts	Languages and Literature	Liberal Arts	Theology	Other	Total		
TOTAL	**48,486**	**1615**	**4114**	**2483**	**1530**	**2350**	**2269**	**308**	**2857**	**1965**	**11279**	**713**	**1704**	**2233**	**1777**	**2216**	**603**	**9246**	**322**	**1048**
FAR EAST	**17,175**	**410**	**1549**	**866**	**628**	**710**	**862**	**77**	**910**	**455**	**3642**	**185**	**650**	**577**	**492**	**514**	**288**	**2706**	**75**	**343**
British Borneo	13	—	—	—	—	—	—	—	—	1	1	—	1	—	2	—	—	3	—	1
Burma	227	3	10	10	9	15	24	2	20	10	80	1	1	2	7	8	3	22	—	12
Cambodia	36	2	2	—	2	2	1	—	1	4	10	2	1	—	2	—	—	5	—	—
Ceylon	73	9	4	13	—	2	—	—	—	1	3	—	—	3	—	3	2	8	—	2
China[1]	4546	65	221	170	206	204	360	6	331	158	1265	69	177	107	172	85	105	715	12	46
Federation of Malaya[2]	234	3	17	14	5	13	8	—	6	4	36	8	14	12	7	12	2	55	2	9
India	3772	165	318	127	232	314	232	39	358	113	1288	15	48	56	52	69	34	274	16	44
Indonesia	531	11	64	30	19	13	9	1	11	15	68	5	12	31	16	12	9	85	1	13
Japan	2168	25	318	93	22	34	57	12	50	41	216	23	179	153	70	129	31	585	7	30
Korea	2474	30	240	96	99	49	85	4	65	54	356	32	124	61	83	98	45	443	10	74
Nepal	34	2	—	2	—	—	1	—	—	1	2	—	2	—	—	—	—	2	—	5
Philippine Islands	1722	45	235	151	22	13	36	7	34	20	132	10	69	76	36	84	36	311	22	61
Ryukyu Islands	80	3	13	7	—	1	3	—	—	—	4	—	2	16	1	4	2	25	—	—
Thailand	1006	45	97	128	10	44	35	5	25	30	149	15	13	37	43	6	16	130	4	39
Vietnam	242	1	9	23	1	5	11	1	9	3	30	3	7	23	1	4	2	40	1	7
Other[3]	17	1	1	2	1	1	—	—	—	—	2	2	—	—	—	—	1	3	—	—
NEAR & MIDDLE EAST	**7110**	**326**	**403**	**302**	**266**	**677**	**432**	**54**	**622**	**640**	**2691**	**154**	**202**	**196**	**233**	**38**	**40**	**863**	**42**	**112**
Afghanistan	99	7	2	6	1	3	1	—	9	4	18	3	—	1	4	—	—	8	—	2
Cyprus	63	2	10	6	1	1	4	—	—	1	7	1	—	3	4	—	—	8	1	1
Iran	2507	148	90	73	122	312	156	9	186	315	1100	93	65	69	80	—	7	314	23	49
Iraq	675	58	68	29	13	57	30	6	54	39	199	14	15	11	21	2	6	69	3	4
Israel	807	24	46	52	19	19	51	13	68	57	227	9	51	17	44	13	4	138	2	6
Jordan	556	16	37	19	22	45	24	3	49	43	186	5	6	7	16	4	—	38	—	8
Kuwait	49	—	—	1	5	12	2	—	4	11	34	2	—	7	2	—	—	11	—	—
Lebanon	590	6	36	18	10	74	49	3	74	58	268	5	18	8	19	5	4	59	4	6
Pakistan	534	34	31	40	25	46	23	1	39	24	158	2	6	15	7	6	5	41	—	9
Saudi Arabia	93	4	14	1	2	1	3	—	2	11	19	2	—	—	10	—	1	13	—	5
Syria (UAR)	283	5	24	8	13	29	22	1	44	34	143	4	5	7	6	8	2	32	—	6
Turkey	835	21	44	49	32	78	65	18	92	43	328	14	36	51	20	—	11	132	9	15
Yemen	13	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Other[4]	6	—	—	—	1	—	2	—	1	—	4	—	—	—	—	—	—	—	—	—
EUROPE	**6362**	**161**	**495**	**223**	**121**	**193**	**334**	**23**	**297**	**164**	**1132**	**90**	**232**	**634**	**293**	**331**	**64**	**1644**	**47**	**139**
Austria	102	—	8	5	—	—	3	—	1	1	5	2	7	14	2	3	2	30	—	4
Belgium	117	2	21	4	2	1	10	2	2	2	19	1	4	8	2	1	—	16	1	1
Denmark	121	16	8	2	1	2	2	—	—	1	6	1	7	14	10	6	—	38	1	3
Finland	118	1	12	11	1	3	2	—	3	1	10	3	9	21	5	2	—	40	—	4
France	572	8	76	10	26	8	38	3	20	9	104	6	16	100	28	5	3	158	3	7
Germany	720	14	40	15	6	16	13	4	24	13	76	7	33	112	39	68	9	268	2	22
Greece	1095	21	67	57	19	42	127	1	72	66	327	14	32	61	58	13	8	186	13	11
Hungary[5]	53	—	1	—	2	1	2	—	8	4	17	3	2	2	2	1	3	13	—	1
Iceland	55	3	2	—	1	2	1	—	8	1	13	—	3	3	3	1	—	10	3	5
Ireland	109	9	2	5	—	3	4	1	3	—	11	1	3	5	3	13	1	26	1	6
Italy	443	7	47	32	9	8	23	1	11	12	64	3	23	51	20	19	12	128	1	5
Malta	11	—	—	—	—	—	—	—	—	—	—	1	2	—	2	6	—	11	—	—
Netherlands	395	8	27	13	9	4	9	2	16	6	46	8	13	34	26	59	5	145	3	7
Norway	430	9	41	9	8	64	47	4	56	16	195	6	15	23	19	10	1	74	9	4
Poland	78	5	3	1	1	4	5	—	—	2	12	—	—	9	3	—	—	12	—	3
Portugal	129	2	9	5	5	5	8	1	10	4	33	2	7	6	2	4	1	22	1	10
Spain	288	2	24	9	7	10	16	—	9	2	44	6	8	36	11	45	4	110	—	8
Sweden	219	19	26	8	—	1	3	2	4	1	11	4	10	29	18	4	—	65	1	—
Switzerland	171	1	14	5	2	2	4	—	3	4	15	4	7	14	8	5	1	39	1	8
United Kingdom	993	26	64	29	19	16	10	2	36	14	97	14	27	79	27	63	14	224	6	24
Yugoslavia	110	6	3	1	1	1	5	—	9	4	20	4	2	9	5	3	—	23	—	6
Other[6]	33	2	—	2	2	—	2	—	2	1	7	—	2	4	—	—	—	6	1	—
LATIN AMERICA	**9428**	**492**	**853**	**403**	**384**	**483**	**422**	**111**	**655**	**465**	**2520**	**221**	**241**	**446**	**415**	**677**	**50**	**2050**	**75**	**274**
Caribbean	**2582**	**120**	**229**	**143**	**89**	**105**	**130**	**21**	**224**	**95**	**664**	**34**	**72**	**112**	**128**	**101**	**14**	**461**	**28**	**61**
Bahama Islands	84	—	3	2	—	4	3	—	1	1	9	1	4	6	9	13	1	34	4	1
Barbados	60	2	2	3	1	2	1	—	1	—	5	—	—	1	3	4	—	8	2	4
British West Indies	15	1	—	3	—	—	—	—	—	1	1	—	1	—	2	—	—	3	—	3
Cuba	935	41	123	20	67	40	91	20	164	57	439	26	23	38	32	18	2	139	6	12
Dominican Republic	86	3	12	2	—	7	5	1	9	6	28	1	6	3	5	—	—	15	—	3
Haiti	113	10	12	5	2	3	4	—	6	3	18	3	2	4	6	7	1	23	2	2
Jamaica	902	54	46	87	11	36	16	—	31	18	112	3	29	44	49	43	6	174	10	16
Leeward Islands	44	1	2	4	1	1	—	—	1	—	3	—	1	2	2	2	—	7	—	1

MEDICAL SCIENCES					PHYSICAL AND NATURAL SCIENCES						SOCIAL SCIENCES													
Nursing	Pharmacy	Pre-Medicine	Other	Total	Biological Sciences	Chemistry	Geo-Sciences	Mathematics	Physics	Total	Economics	History	Home Economics	International Relations	Law	Political Science	Psychology	Public Administration	Social Work	Sociology	Other	Total	All Other	No Answer
789	**384**	**603**	**539**	**3685**	**1847**	**2153**	**841**	**1015**	**1420**	**7276**	**1923**	**518**	**584**	**391**	**453**	**722**	**620**	**380**	**314**	**645**	**232**	**6782**	**482**	**1524**
305	**205**	**185**	**123**	**1236**	**781**	**1119**	**220**	**515**	**709**	**3344**	**791**	**167**	**283**	**188**	**156**	**356**	**220**	**200**	**119**	**266**	**92**	**2838**	**118**	**466**
—	—	1	—	2	1	—	—	—	2	3	—	—	1	—	—	—	—	1	—	1	—	3	—	1
1	1	4	—	18	10	12	9	5	16	52	5	1	2	3	1	3	1	2	1	1	2	22	1	9
—	2	—	—	2	2	1	—	1	1	5	4	—	—	1	—	3	—	—	—	—	1	9	—	1
—	—	—	—	2	8	1	2	3	3	17	3	1	1	—	2	—	3	—	1	3	1	15	—	2
50	48	110	33	299	218	479	50	200	231	1178	118	46	87	25	26	50	36	16	21	42	20	487	21	125
—	4	13	2	30	19	9	3	9	8	48	5	5	3	3	1	4	1	1	1	1	1	26	1	4
21	100	9	35	225	234	252	70	124	185	865	103	14	30	13	28	32	47	32	32	63	9	403	6	101
2	1	8	1	26	18	20	7	12	16	73	44	7	7	14	3	13	2	35	3	14	4	146	1	27
26	11	8	7	89	71	109	25	45	87	337	128	20	37	30	26	43	49	22	14	44	17	430	25	50
17	12	23	17	153	58	149	22	62	112	403	213	51	35	63	27	156	31	33	16	47	21	693	7	53
2	—	—	—	7	2	2	3	—	1	8	1	1	2	1	1	3	2	—	—	—	—	11	—	—
163	16	2	24	288	73	46	9	22	17	167	83	7	51	9	32	16	28	25	23	29	7	310	31	52
—	1	—	—	1	1	—	1	1	—	3	6	3	1	1	2	3	2	1	—	3	—	22	—	2
22	7	7	3	82	57	29	15	26	17	144	51	10	21	19	6	19	13	25	6	14	8	192	15	24
1	—	—	1	10	9	9	4	5	12	39	27	1	4	6	1	9	5	7	1	4	1	66	10	14
—	2	—	—	2	—	1	—	—	1	2	—	—	1	—	—	2	—	—	—	—	—	3	—	1
42	**58**	**161**	**56**	**471**	**220**	**264**	**129**	**124**	**187**	**924**	**231**	**44**	**65**	**61**	**53**	**127**	**95**	**61**	**44**	**45**	**23**	**849**	**33**	**248**
—	1	1	—	4	7	5	4	5	1	22	16	—	—	2	—	6	1	4	—	—	—	29	2	1
1	—	1	—	4	4	—	—	3	1	8	5	1	1	—	1	1	—	3	1	—	—	13	—	5
11	18	106	23	230	64	72	41	36	64	277	36	1	14	9	8	38	29	19	1	5	6	166	14	95
2	5	5	3	22	30	39	10	20	15	114	30	7	11	5	2	11	5	5	2	6	2	86	6	24
4	5	12	10	39	34	38	9	15	24	120	29	5	2	12	11	16	29	5	18	8	3	138	1	22
2	10	17	6	43	20	36	19	14	16	105	27	17	2	10	3	16	4	6	2	6	3	96	1	15
—	1	—	—	1	—	—	1	—	—	1	—	—	—	1	—	—	—	—	—	—	—	1	—	—
3	8	11	2	34	15	23	6	13	25	82	12	6	8	7	4	10	1	2	5	5	3	63	4	20
2	3	4	7	25	34	17	11	6	22	90	29	1	15	7	11	6	4	4	10	8	2	97	1	17
—	—	1	—	6	1	1	4	—	1	7	8	—	—	1	5	8	—	3	—	—	2	27	—	2
1	5	3	2	17	1	6	3	4	3	17	16	1	1	1	—	3	2	2	—	1	—	27	—	10
16	1	—	3	44	10	27	19	8	15	79	19	3	11	6	8	11	20	8	5	6	2	99	4	35
—	1	—	—	2	—	—	2	—	—	2	3	1	—	—	—	1	—	—	—	—	—	5	—	2
—	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	2	—	—
147	**20**	**40**	**73**	**466**	**198**	**279**	**117**	**140**	**228**	**962**	**295**	**108**	**58**	**58**	**116**	**106**	**90**	**34**	**48**	**110**	**25**	**1048**	**29**	**202**
—	1	—	—	5	6	2	—	2	3	13	10	4	—	1	4	8	1	1	—	2	—	31	—	5
2	—	—	7	11	1	4	2	3	7	17	11	—	—	3	4	1	2	—	—	1	1	23	1	3
1	1	1	3	10	2	5	—	2	—	9	10	—	2	2	5	2	1	—	—	1	1	24	2	6
2	—	2	3	11	6	2	1	1	3	13	3	1	4	—	2	—	1	1	1	6	—	19	1	—
8	—	—	24	42	10	30	11	13	26	90	24	3	4	1	8	10	8	1	4	4	3	70	3	11
6	1	5	6	42	18	32	17	12	17	96	33	14	4	11	23	20	8	1	2	18	5	139	6	24
3	6	14	6	53	36	71	5	36	47	195	50	13	10	5	3	8	14	11	8	17	5	144	4	41
—	1	—	—	2	—	12	—	—	5	17	1	1	—	—	—	—	—	—	—	—	—	2	—	1
1	1	1	—	11	2	—	—	1	1	4	3	—	—	1	2	2	1	—	—	—	—	9	—	3
12	—	1	3	23	7	—	1	4	5	17	6	1	—	1	1	1	—	—	—	3	—	13	—	3
—	2	2	3	13	9	20	8	8	21	66	25	4	1	8	8	11	6	2	2	5	2	74	2	10
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	2	7	1	25	11	10	3	5	11	40	14	8	7	4	6	7	8	1	8	14	1	78	3	10
—	1	2	2	18	8	10	3	7	8	36	15	3	5	3	3	4	3	3	1	2	—	42	—	6
2	1	—	2	8	12	2	1	4	1	20	2	1	1	1	2	1	2	—	—	1	—	11	—	6
1	3	1	—	16	4	7	—	7	3	21	3	2	5	—	—	1	1	—	—	3	—	15	1	5
2	—	2	—	12	6	10	7	6	13	42	11	3	1	1	6	3	4	2	2	3	—	36	2	7
7	—	—	2	10	2	7	2	5	4	20	10	5	3	2	3	8	5	4	1	6	1	48	—	12
6	—	—	7	22	5	4	3	—	12	24	15	4	1	—	11	4	1	—	2	6	—	44	—	7
88	—	2	3	123	50	45	51	22	32	200	43	40	6	13	19	12	20	5	17	16	6	197	3	30
—	—	—	—	6	3	6	2	2	4	17	4	1	4	1	6	1	3	2	—	2	—	24	1	9
1	—	—	1	3	—	—	—	—	5	5	2	—	—	—	—	2	1	—	—	—	—	5	—	3
119	**34**	**128**	**108**	**738**	**282**	**249**	**132**	**98**	**128**	**889**	**311**	**33**	**91**	**43**	**73**	**33**	**63**	**26**	**27**	**91**	**36**	**827**	**247**	**409**
44	**8**	**46**	**41**	**228**	**101**	**61**	**24**	**39**	**26**	**251**	**67**	**9**	**43**	**5**	**11**	**8**	**16**	**5**	**9**	**30**	**13**	**216**	**65**	**205**
1	1	5	—	12	3	2	1	2	2	10	2	—	—	—	—	3	—	—	—	—	1	6	2	6
5	—	3	3	17	3	—	1	—	—	4	3	—	1	—	—	—	—	2	—	2	—	8	2	9
—	—	—	—	3	1	—	—	1	—	2	—	—	1	—	—	—	—	—	—	—	—	1	—	1
2	2	7	2	31	7	18	8	8	7	48	13	4	5	2	5	2	6	1	2	3	3	46	35	13
—	—	2	—	5	—	1	—	1	1	3	5	—	—	—	2	—	1	—	—	—	—	8	10	—
4	1	1	2	12	5	2	—	1	2	10	6	—	2	—	—	—	—	—	—	1	2	11	4	8
20	2	19	20	87	56	22	6	23	9	116	29	3	28	1	4	2	7	2	5	19	5	105	9	112
4	—	1	2	8	5	4	—	—	3	12	1	1	1	1	—	—	—	—	1	—	—	5	—	2

TABLE II CONTINUED

HOME COUNTRY	Total	Agriculture	Business Administration	Education	ENGINEERING							HUMANITIES							Dentistry	Medicine
					Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	Architecture	Creative Arts	Languages and Literature	Liberal Arts	Theology	Other	Total		
LATIN AMERICA—*Continued*																				
Martinique	2	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Netherlands West Indies	40	—	6	1	2	2	5	—	3	4	16	—	—	1	4	—	—	5	—	1
Trinidad	255	5	17	12	5	9	5	—	8	5	32	—	5	11	13	13	4	46	4	12
Windward Islands	46	3	5	4	—	1	—	—	—	—	1	—	1	2	3	1	—	7	—	6
CENTRAL AMERICA	**1578**	**114**	**175**	**65**	**40**	**122**	**47**	**9**	**64**	**67**	**349**	**74**	**27**	**68**	**86**	**37**	**9**	**301**	**17**	**46**
British Honduras	33	1	1	2	—	—	1	—	2	—	3	—	—	3	5	2	—	10	1	2
Costa Rica	201	14	23	10	5	9	16	2	14	4	50	10	4	6	6	5	1	32	2	8
El Salvador	217	21	24	4	3	24	4	1	8	18	58	11	2	8	13	4	1	39	2	10
Guatemala	242	22	22	12	8	16	7	1	9	6	47	20	4	12	15	6	3	60	4	8
Honduras	151	10	19	2	—	17	—	2	5	6	30	9	2	8	12	3	2	36	1	—
Nicaragua	190	12	26	8	2	22	7	—	12	14	57	10	1	6	7	9	1	34	—	5
Panama	544	34	60	27	22	34	12	3	14	19	104	14	14	25	28	8	1	90	7	13
MEXICO	**1356**	**78**	**132**	**31**	**35**	**35**	**42**	**15**	**49**	**52**	**228**	**24**	**39**	**73**	**57**	**430**	**7**	**630**	**2**	**18**
SOUTH AMERICA	**3912**	**180**	**317**	**164**	**220**	**221**	**203**	**66**	**318**	**251**	**1279**	**89**	**103**	**193**	**144**	**109**	**20**	**658**	**28**	**149**
Argentina	293	17	19	18	8	6	6	8	14	10	52	9	10	34	12	11	3	79	1	13
Bolivia	155	4	7	10	14	10	2	4	9	15	54	3	3	12	2	1	1	22	1	1
Brazil	473	5	39	55	14	8	11	7	44	16	100	2	22	20	11	32	5	92	10	13
British Guiana	201	4	3	12	—	8	4	—	2	3	17	2	6	7	3	12	—	30	5	17
Chile	251	11	25	17	12	5	12	—	5	10	44	—	7	15	14	7	—	43	1	10
Colombia	687	50	57	11	37	71	44	16	59	40	267	17	14	32	23	11	1	98	4	42
Ecuador	210	14	19	7	5	14	11	2	18	12	62	4	5	13	11	14	—	47	1	7
Paraguay	52	1	2	6	—	3	1	—	—	2	6	2	2	2	3	4	5	18	—	7
Peru	418	36	41	11	16	13	14	5	43	47	138	17	12	14	24	3	5	75	2	16
Uruguay	39	2	1	3	5	—	3	—	1	—	9	1	3	4	2	4	—	14	—	—
Venezuela	1126	36	102	14	109	83	95	24	123	95	529	32	19	40	38	10	—	139	3	23
Other[7]	7	—	2	—	—	—	—	—	—	1	1	—	—	—	1	—	—	1	—	—
NORTH AMERICA	**5761**	**96**	**621**	**484**	**103**	**188**	**157**	**29**	**281**	**180**	**938**	**35**	**287**	**278**	**266**	**518**	**133**	**1517**	**59**	**110**
Bermuda	82	—	8	13	—	2	—	—	2	—	4	—	5	5	9	3	2	24	1	1
Canada	5679	96	613	471	103	186	157	29	279	180	934	35	282	273	257	515	131	1493	58	109
AFRICA	**1959**	**98**	**150**	**156**	**20**	**86**	**40**	**9**	**66**	**48**	**269**	**20**	**61**	**70**	**55**	**78**	**18**	**302**	**19**	**43**
Egypt (UAR)	490	11	48	54	10	19	9	3	24	16	81	6	15	25	11	7	8	72	8	17
Ethiopia	170	5	21	20	—	15	4	1	4	5	29	1	9	4	7	5	1	27	1	2
Ghana	167	19	9	5	—	9	5	—	10	1	25	4	5	1	2	8	1	21	3	4
Kenya	156	2	13	7	1	5	2	1	3	1	13	—	2	—	5	7	—	14	—	3
Liberia	170	13	20	20	2	4	2	1	3	3	15	2	4	—	6	4	2	18	1	1
Libya	27	6	—	—	—	5	1	—	—	1	7	1	—	—	—	—	—	1	—	—
Mauritius	10	—	—	—	1	—	—	—	5	1	7	—	—	1	1	—	—	2	—	—
Morocco	59	2	1	1	2	2	4	—	2	3	13	1	1	14	—	—	—	16	1	—
Nigeria	258	10	9	22	3	9	7	—	5	4	28	1	6	8	10	2	—	27	—	12
Sierra Leone	39	3	3	1	—	—	1	—	1	1	3	—	—	2	—	2	1	5	1	—
Somalia	11	—	—	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southern Rhodesia	16	—	—	4	—	1	—	—	1	—	2	1	—	—	1	3	—	5	—	—
Southwest Africa	14	—	3	—	—	2	—	—	—	—	2	—	—	—	1	—	—	1	1	—
Sudan	53	9	—	1	—	6	3	1	1	2	13	—	3	2	—	—	1	6	1	—
Tanganyika	36	3	3	3	—	3	—	—	—	—	3	—	—	—	4	3	—	7	—	—
Tunisia	30	1	4	2	—	—	—	—	—	7	7	—	1	3	2	—	—	6	—	—
Uganda	29	3	3	1	—	1	—	—	—	—	1	—	2	—	1	1	—	4	—	—
Union of South Africa	181	10	12	6	1	4	2	2	7	2	18	3	12	6	—	30	2	53	2	3
Other[8]	43	1	1	3	—	1	—	—	—	1	2	—	1	4	4	6	2	17	—	1
OCEANIA	**568**	**29**	**41**	**46**	**6**	**8**	**8**	**4**	**21**	**6**	**53**	**5**	**25**	**25**	**20**	**54**	**10**	**139**	**4**	**10**
Australia	367	25	24	24	6	8	7	4	18	3	46	3	18	16	10	39	7	93	2	6
Fiji Islands	21	—	1	—	—	—	1	—	—	—	1	1	1	3	—	1	—	6	1	—
New Zealand	119	3	3	11	—	—	—	—	2	3	5	1	4	5	7	8	2	27	1	4
Pacific Islands	38	1	8	9	—	—	—	—	1	—	1	—	—	1	1	3	1	6	—	—
Other[9]	23	—	5	2	—	—	—	—	—	—	—	—	2	—	2	3	—	7	—	—
Union of Soviet Socialist Republics	**30**	**1**	—	**1**	—	**2**	**5**	—	**1**	**4**	**12**	—	**1**	**4**	—	—	—	**5**	—	**2**
STATELESS	**93**	**2**	**2**	**2**	**2**	**3**	**9**	**1**	**4**	**3**	**22**	**3**	**5**	**3**	**3**	**6**	—	**20**	**1**	**15**

[1]Includes students from Taiwan, Hong Kong and Macao.

[2]Includes students from Singapore.

[3]Includes students from Laos and Portuguese India.

[4]Includes students from Aden Colony, Bahrain and Muscat and Oman.

[6]Students from this country have given a home address in a country other than the United States.

MEDICAL SCIENCES					PHYSICAL AND NATURAL SCIENCES						SOCIAL SCIENCES													
Nursing	Pharmacy	Pre-Medicine	Other	Total	Biological Sciences	Chemistry	Geo-Sciences	Mathematics	Physics	Total	Economics	History	Home Economics	International Relations	Law	Political Science	Psychology	Public Administration	Social Work	Sociology	Other	Total	All Other	No Answer
—	—	—	—	—	1	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1	1	—	—	3	—	1	—	1	1	3	2	—	—	—	—	—	—	—	—	—	—	2	—	4
7	1	8	8	40	18	9	7	1	1	36	4	1	5	1	—	1	1	—	1	5	2	21	2	44
—	—	—	4	10	2	2	1	1	—	6	2	—	—	—	—	—	1	—	—	—	—	3	1	6
31	**11**	**40**	**28**	**173**	**54**	**23**	**15**	**15**	**18**	**125**	**53**	**6**	**23**	**8**	**19**	**5**	**17**	**6**	**8**	**16**	**4**	**165**	**80**	**31**
5	—	2	1	11	—	—	—	1	1	2	—	—	—	—	—	1	—	1	—	—	—	2	1	—
5	2	5	1	23	10	2	2	1	4	19	6	—	1	2	1	1	5	—	—	2	—	18	11	1
1	1	4	4	22	7	4	—	2	4	17	9	—	2	—	—	1	1	1	—	1	—	15	15	2
4	2	3	3	24	5	4	6	2	2	19	3	1	3	—	2	1	3	—	—	3	1	17	11	8
—	2	2	4	9	6	1	2	—	1	10	9	—	3	—	2	—	—	2	1	2	—	19	14	2
4	—	2	4	15	2	2	3	3	1	11	9	—	2	2	2	—	1	—	—	—	—	16	4	7
12	4	22	11	69	24	10	2	6	5	47	17	5	12	4	12	1	7	2	7	8	3	78	24	11
7	**5**	**7**	**3**	**42**	**41**	**34**	**6**	**9**	**21**	**111**	**23**	**4**	**3**	**2**	**11**	**4**	**10**	**1**	**1**	**6**	**2**	**67**	**12**	**25**
37	**10**	**35**	**36**	**295**	**86**	**131**	**87**	**35**	**63**	**402**	**168**	**14**	**22**	**28**	**32**	**16**	**20**	**14**	**9**	**39**	**17**	**379**	**90**	**148**
2	1	—	5	22	6	10	7	6	11	40	9	1	—	3	7	1	6	1	—	5	2	35	3	8
1	1	1	1	6	4	6	10	2	1	23	6	1	1	3	5	1	—	1	—	1	1	20	3	6
12	1	3	2	41	7	12	15	5	13	52	24	3	1	3	6	3	4	2	3	6	3	58	4	27
1	—	11	6	40	18	13	2	1	2	36	8	1	10	1	1	1	1	—	1	4	1	29	2	28
6	2	1	3	23	6	19	7	5	1	38	23	—	1	4	2	2	—	—	—	4	1	37	5	8
5	4	1	7	63	15	17	7	4	12	55	24	4	3	6	1	—	5	5	2	7	—	57	14	15
6	—	—	—	14	2	7	1	1	2	13	7	—	3	2	2	3	—	—	—	—	2	19	8	7
1	—	—	1	9	1	1	—	1	—	3	—	—	—	—	—	—	—	1	—	1	2	4	1	2
2	1	14	9	44	8	7	13	2	2	32	9	—	—	—	4	2	—	1	1	1	1	19	8	14
—	—	—	—	—	3	—	—	1	1	5	2	—	—	—	—	—	1	—	—	—	—	3	—	2
1	—	4	2	33	15	38	25	7	18	103	55	4	3	6	4	3	3	3	2	10	4	97	42	31
—	—	—	—	—	1	1	—	—	—	2	1	—	—	—	—	—	—	—	—	—	—	1	—	—
138	**41**	**38**	**122**	**508**	**191**	**152**	**171**	**97**	**126**	**737**	**143**	**123**	**69**	**9**	**36**	**37**	**116**	**16**	**58**	**89**	**32**	**728**	**37**	**95**
2	—	1	—	5	5	2	—	—	1	8	—	1	1	—	—	—	—	—	—	3	—	5	4	11
136	41	37	122	503	186	150	171	97	125	729	143	122	68	9	36	37	116	16	58	86	32	723	33	84
22	**25**	**45**	**27**	**181**	**123**	**67**	**50**	**29**	**28**	**297**	**126**	**34**	**17**	**26**	**14**	**50**	**21**	**38**	**16**	**36**	**21**	**399**	**17**	**90**
4	9	2	—	40	23	34	9	10	10	86	20	2	6	6	5	4	10	5	4	8	6	76	2	20
1	—	2	5	11	6	—	7	5	—	18	13	1	1	3	1	5	1	4	1	1	1	32	1	6
—	1	6	3	17	15	4	9	3	—	31	11	—	8	2	—	5	—	3	2	2	—	33	—	7
—	—	8	1	12	9	4	4	2	5	24	24	9	1	—	—	9	—	6	2	7	5	63	—	8
9	2	5	2	20	2	1	4	1	1	9	6	2	1	5	6	6	—	2	1	1	2	32	13	10
—	—	3	—	3	3	—	1	—	—	4	4	—	—	—	—	—	—	—	—	1	—	5	—	1
—	—	—	—	—	—	1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2	2	—	2	7	1	1	2	—	—	4	2	—	—	2	—	2	—	6	—	2	—	14	—	1
—	10	12	1	35	26	9	5	3	1	44	22	15	—	3	2	7	—	7	1	3	4	64	—	19
—	—	2	—	3	5	1	1	—	—	7	1	2	—	1	—	3	—	1	—	1	—	9	—	5
—	—	—	—	—	—	—	—	—	—	—	1	—	—	1	—	3	—	—	—	—	—	5	—	—
—	—	1	—	1	2	1	—	—	—	3	—	—	—	—	—	—	—	—	1	—	—	1	—	—
—	1	—	—	2	1	—	1	—	—	2	—	—	—	—	—	—	1	1	1	—	—	3	—	1
—	—	—	—	1	12	—	1	—	1	14	4	—	—	—	—	1	—	1	—	1	—	7	—	2
—	—	1	—	1	1	2	1	—	—	4	3	2	—	1	—	3	2	—	—	—	—	11	—	1
1	—	—	—	1	—	1	—	—	—	1	3	—	—	1	—	—	—	1	—	—	1	6	—	2
2	—	—	—	2	—	2	3	—	2	7	3	—	—	—	—	—	—	—	—	2	—	5	—	3
3	—	2	13	23	12	6	1	5	8	32	5	1	—	—	—	1	5	1	3	7	1	24	—	3
—	—	1	—	2	5	—	1	—	—	6	4	—	—	1	—	1	2	—	—	—	1	9	1	1
16	**1**	**4**	**29**	**64**	**49**	**17**	**20**	**9**	**12**	**107**	**22**	**8**	**1**	**4**	**5**	**11**	**15**	**5**	**2**	**6**	**3**	**82**	**1**	**6**
8	1	—	10	27	33	10	12	6	8	69	19	4	—	4	3	5	9	2	1	6	2	55	—	4
—	—	2	2	5	1	—	2	—	—	3	—	1	—	—	—	3	1	—	—	—	—	5	—	—
5	—	—	17	27	14	7	5	2	3	31	3	1	—	—	1	—	5	—	1	—	—	11	—	1
1	—	1	—	2	—	—	1	1	—	2	—	—	1	—	1	3	—	3	—	—	—	8	—	1
2	—	1	—	3	1	—	—	—	1	2	—	2	—	—	—	—	—	—	—	—	1	3	1	—
—	—	—	—	2	—	1	—	1	—	2	1	1	—	1	—	—	—	—	—	—	—	3	—	4
—	—	2	1	19	3	5	2	2	2	14	3	—	—	1	—	2	—	—	—	2	—	8	—	4

[6]Includes students from Albania, Bulgaria, Czechoslovakia, Estonia, Latvia, Liechtenstein, Lithuania, Luxembourg, Monaco, Romania and San Marino.
[7]Includes students from French Guiana and Surinam.
[8]Includes students from Algeria, Angola, Basutoland, Belgian Congo, British Cameroons, former French West Africa, Malagasy Republic, Mozambique, Northern Rhodesia, Nyasaland, State of the Cameroon, Republic of Togo and Zanzibar.
[9]Includes students from Cook Is., French Oceania, Tonga and Western Samoa.

TABLE III

U. S. AND FOREIGN FACULTY MEMBERS: COUNTRY OF ASSIGNMENT OR HOME COUNTRY, FIELDS OF MAJOR INTEREST

COUNTRY	TOTAL To U.S.	TOTAL From U.S.	Agriculture To U.S.	Agriculture From U.S.	Business Administration To U.S.	Business Administration From U.S.	Education To U.S.	Education From U.S.	Engineering To U.S.	Engineering From U.S.	Humanities To U.S.	Humanities From U.S.	Medicine To U.S.	Medicine From U.S.	Natural and Physical Sciences To U.S.	Natural and Physical Sciences From U.S.	Social Science To U.S.	Social Science From U.S.
TOTAL	**2,539**	**1,777**	**55**	**79**	**20**	**67**	**37**	**156**	**215**	**78**	**297**	**506**	**544**	**96**	**1,146**	**330**	**225**	**465**
FAR EAST	**775**	**358**	**19**	**22**	**3**	**22**	**14**	**46**	**83**	**16**	**26**	**51**	**167**	**20**	**410**	**37**	**53**	**144**
British Borneo	—	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Burma	5	5	—	—	—	2	1	—	—	—	1	2	1	—	1	—	1	1
Cambodia	—	3	—	—	—	—	—	3	—	—	—	—	—	—	—	—	—	—
Ceylon	7	9	1	2	—	—	1	—	—	1	3	2	—	—	2	1	—	3
China[1]	100	12	2	—	—	—	4	3	25	—	9	1	8	1	42	4	10	3
Federation of Malaya	3	2	—	—	—	—	—	—	2	—	—	—	—	1	—	—	1	1
India	251	85	4	9	2	1	5	8	24	2	8	12	44	7	141	6	23	40
Indonesia	4	31	—	1	—	5	—	6	—	4	1	2	2	—	1	6	—	7
Japan	332	46	12	1	1	1	1	—	25	2	2	13	73	3	206	10	12	16
Korea	21	29	—	2	—	8	—	5	4	1	—	3	6	4	9	—	2	6
Laos	—	3	—	—	—	—	—	1	—	—	—	2	—	—	—	—	—	—
Nepal	2	2	—	1	—	—	—	—	—	—	—	1	2	—	—	—	—	—
Philippine Islands	38	22	—	1	—	2	2	3	2	—	2	2	22	1	7	5	3	8
Portuguese India	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—
Ryukyu Islands	—	7	—	2	—	—	—	2	—	—	—	1	—	—	—	—	—	2
Thailand	8	31	—	3	—	—	—	7	—	6	—	—	7	2	—	2	1	11
Vietnam	3	41	—	—	—	2	—	3	1	—	—	2	1	—	1	—	—	34
Far East[2]	—	29	—	—	—	1	—	4	—	—	—	8	—	1	—	3	—	12
NEAR and MIDDLE EAST	**182**	**148**	**6**	**20**	**1**	**6**	**2**	**22**	**23**	**9**	**9**	**22**	**54**	**8**	**67**	**34**	**20**	**27**
Afghanistan	2	14	—	3	—	—	—	4	—	—	—	2	1	—	1	4	—	1
Iran	24	22	1	7	—	1	—	2	1	3	1	3	8	1	8	2	5	3
Iraq	7	3	—	—	—	1	—	1	2	—	—	—	2	—	2	1	1	—
Israel	60	15	1	1	—	2	—	—	12	1	3	3	5	2	37	6	2	—
Jordan	4	6	—	—	—	—	—	—	—	—	—	3	1	—	1	—	2	3
Lebanon	16	5	1	—	—	—	—	—	1	—	—	—	9	—	3	3	2	2
Pakistan	21	62	—	6	—	2	1	10	3	4	2	4	3	5	7	16	5	15
Syria	2	1	—	—	—	—	—	—	1	—	—	1	—	—	1	—	—	—
Turkey	46	20	3	3	1	—	1	5	3	1	3	6	25	—	7	2	3	3
EUROPE	**1,150**	**932**	**16**	**15**	**11**	**22**	**13**	**43**	**66**	**35**	**204**	**383**	**177**	**49**	**554**	**197**	**109**	**188**
Austria	45	33	—	—	—	—	—	3	2	2	15	17	5	1	20	5	3	5
Belgium	22	12	—	—	4	—	—	—	1	1	1	4	1	1	14	3	1	3
Czechoslovakia	2	—	—	—	—	—	—	—	—	—	1	—	—	—	1	—	—	—
Denmark	16	24	—	1	—	—	2	1	—	—	1	2	1	—	10	12	2	8
Finland	16	13	—	1	—	2	2	—	1	—	—	4	3	—	6	2	4	4
France	88	92	1	—	1	2	1	2	4	2	37	55	5	2	28	16	11	13
Germany	185	99	1	1	1	—	1	5	5	2	31	47	22	5	111	19	13	20
Greece	30	33	—	1	2	—	—	2	2	1	2	22	11	—	10	2	3	5
Iceland	2	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—
Ireland	18	7	—	1	—	—	1	—	—	—	2	1	5	—	9	2	1	3
Italy	75	100	2	1	1	5	—	5	5	1	12	48	12	1	38	15	5	24
Malta	1	1	—	—	—	—	1	—	—	—	—	1	—	—	—	—	—	—
Netherlands	47	28	2	—	—	—	—	—	7	1	5	9	7	2	21	10	5	6
Norway	18	14	—	—	—	—	—	1	1	2	3	3	5	1	6	2	3	5
Poland	38	1	5	—	—	—	—	—	3	—	—	—	7	—	22	—	1	1
Portugal	5	3	—	—	1	—	1	—	—	—	1	—	2	—	—	—	—	3
Romania	2	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—
Spain	40	16	1	1	—	—	—	—	1	1	22	12	7	—	7	1	2	1
Sweden	36	17	—	—	—	—	—	1	3	1	2	1	11	6	16	6	4	2
Switzerland	55	41	1	—	—	3	—	—	—	—	11	11	19	1	24	21	—	5
United Kingdom	392	233	2	4	1	3	4	12	31	14	58	84	51	18	196	49	49	49
Yugoslavia	17	1	1	—	—	—	—	—	—	—	—	—	2	—	12	—	2	1
Europe[2]	—	164	—	4	—	7	—	11	—	7	—	62	—	11	—	32	—	30
LATIN AMERICA	**178**	**177**	**4**	**12**	**2**	**14**	**4**	**24**	**19**	**10**	**29**	**21**	**79**	**14**	**31**	**26**	**10**	**56**
Caribbean, Total	22	14	2	—	—	—	1	2	1	1	3	2	10	2	2	—	3	7
Bahamas	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—
Barbados	1	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—
British West Indies	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Cuba	5	2	—	—	—	—	—	1	—	1	2	—	2	—	—	—	1	—
Dominican Republic	3	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	—	—
Haiti	2	3	—	—	—	—	—	—	—	—	—	1	1	1	—	—	1	1

COUNTRY	TOTAL To U.S.	TOTAL From U.S.	Agriculture To U.S.	Agriculture From U.S.	Business Administration To U.S.	Business Administration From U.S.	Education To U.S.	Education From U.S.	Engineering To U.S.	Engineering From U.S.	Humanities To U.S.	Humanities From U.S.	Medicine To U.S.	Medicine From U.S.	Natural and Physical Sciences To U.S.	Natural and Physical Sciences From U.S.	Social Science To U.S.	Social Science From U.S.
Jamaica	6	4	1	—	—	—	1	—	—	—	1	1	2	—	1	—	—	3
Leeward Islands	1	1	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1
Trinidad	3	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—
Windward Islands	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—
Caribbean[2]	—	2	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	1
Central America, Total	16	13	—	1	—	1	—	2	2	1	3	2	10	—	1	1	—	5
Costa Rica	2	3	—	—	—	1	—	1	2	—	—	—	—	—	—	—	—	1
El Salvador	2	1	—	—	—	—	—	—	—	—	—	—	2	—	—	1	—	—
Guatemala	3	3	—	1	—	—	—	1	—	—	1	1	2	—	—	—	—	—
Honduras	—	1	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—
Nicaragua	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—
Panama	8	5	—	—	—	—	—	—	—	—	2	1	6	—	—	—	—	4
Mexico	25	29	—	2	—	2	1	8	2	1	7	3	10	—	3	6	2	7
South America, Total	115	121	2	9	2	11	2	12	14	7	16	14	49	12	25	19	5	37
Argentina	35	3	1	1	—	—	—	—	9	—	4	1	12	—	8	—	1	1
Bolivia	2	6	—	—	—	3	—	—	2	—	—	—	—	—	—	—	—	3
Brazil	31	33	1	1	2	8	—	3	1	1	3	3	13	—	10	5	1	12
British Guiana	2	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—
Chile	9	19	—	—	—	—	1	2	1	—	2	3	5	6	—	4	—	4
Colombia	12	12	—	1	—	—	—	—	—	2	3	2	7	—	2	3	—	4
Ecuador	—	5	—	—	—	—	—	—	—	1	—	1	—	—	—	1	—	2
Paraguay	—	3	—	—	—	—	—	2	—	—	—	1	—	—	—	—	—	—
Peru	11	17	—	3	—	—	1	2	—	—	1	2	7	2	1	3	1	5
Uruguay	5	—	—	—	—	—	—	—	—	—	1	—	2	—	1	—	1	—
Venezuela	8	9	—	2	—	—	—	—	1	2	2	1	3	2	2	1	—	1
South America[2]	—	14	—	1	—	—	—	3	—	1	—	—	—	2	—	2	—	5
North America, Total	117	14	3	—	3	—	—	—	12	—	18	5	33	—	34	6	14	3
Canada	117	14	3	—	3	—	—	—	12	—	18	5	33	—	34	6	14	3
AFRICA	**51**	**59**	**5**	**6**	—	**1**	—	**10**	**8**	**4**	**2**	**5**	**10**	**2**	**17**	**4**	**9**	**27**
Belgian Congo	—	4	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	3
Cameroons	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Egypt (United Arab Republic)	28	4	4	—	—	—	—	—	7	2	—	1	6	—	10	—	1	1
Ghana	—	3	—	1	—	—	—	1	—	1	—	—	—	—	—	—	—	—
Kenya	2	2	—	1	—	—	—	—	—	—	1	—	—	—	—	—	1	1
Liberia	—	9	—	2	—	—	—	3	—	—	—	1	—	—	—	—	—	3
Libya	—	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Morocco	1	1	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—
Nigeria	3	10	—	1	—	—	—	3	—	—	—	—	—	—	2	1	1	5
Northern Rhodesia	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Nyasaland	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Sierra Leone	3	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	1	—
Southern Rhodesia	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Sudan	—	3	—	—	—	1	—	—	—	1	—	—	—	—	—	—	—	1
Uganda	1	1	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1
Union of South Africa	12	4	1	—	—	—	—	—	1	—	—	1	1	1	5	—	4	2
Zanzibar	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—
Africa[2]	—	13	—	1	—	—	—	2	—	—	—	1	—	1	—	2	—	6
OCEANIA	**81**	**31**	**2**	**2**	—	**1**	**4**	**2**	**3**	**1**	**8**	**2**	**22**	**2**	**33**	**13**	**9**	**8**
Australia	66	22	2	1	—	—	4	2	3	1	6	2	16	1	28	10	7	5
French Oceania	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
New Zealand	15	4	—	—	—	—	—	—	—	—	2	—	6	1	5	2	2	1
Oceania[2]	—	4	—	1	—	1	—	—	—	—	—	—	—	—	—	1	—	1
Union of Soviet Socialist Republics	**1**	**15**	—	**1**	—	—	—	**3**	—	**2**	—	**3**	**1**	—	—	**4**	—	**2**
Antarctic	—	**1**	—	—	—	—	—	—	—	—	—	—	—	—	—	**1**	—	—
General Assignment[3]	—	**42**	—	**1**	—	**1**	—	**6**	—	**1**	—	**14**	—	**1**	—	**8**	—	**10**
Stateless	**4**	—	—	—	—	—	—	—	**1**	—	**1**	—	**1**	—	—	—	**1**	—

[1]These U.S. faculty members were in Taiwan.
[2]These U.S. faculty members visited more than one country in these geographic areas.
[3]These U.S. faculty members visited more than one geographic area.

TABLE IV

FOREIGN PHYSICIANS: HOME COUNTRY, STATUS

HOME COUNTRY	Total	Interns	Residents
TOTAL	**9,457**	**2,543**	**6,914**
FAR EAST	**3,639**	**965**	**2,674**
British Borneo	1	—	1
Burma	6	—	6
Ceylon	9	3	6
China	182	55	127
Federation of Malaya	5	2	3
India	375	130	245
Indonesia	6	2	4
Japan	322	68	254
Korea	317	69	248
Nepal	1	—	1
Philippine Islands	2,319	608	1,711
Portuguese India	1	—	1
Thailand	89	27	62
Vietnam	6	1	5
NEAR and MIDDLE EAST	**1,714**	**473**	**1,241**
Afghanistan	2	1	1
Bahrain	2	—	2
Cyprus	8	1	7
Iran	581	185	396
Iraq	41	12	29
Israel	46	7	39
Jordan	12	1	11
Lebanon	106	18	88
Oman	1	—	1
Pakistan	110	65	45
Saudi Arabia	2	—	2
Syria (United Arab Republic)	55	13	42
Turkey	748	170	578
EUROPE	**1,543**	**475**	**1,068**
Austria	30	11	19
Belgium	67	27	40
Czechoslovakia	2	1	1
Denmark	23	15	8
Finland	6	4	2
France	27	8	19
Germany	261	125	136
Greece	344	70	274
Iceland	11	2	9
Ireland	67	19	48
Italy	190	40	150
Netherlands	65	22	43
Norway	8	3	5
Poland	18	10	8
Portugal	36	8	28
Spain	172	49	123
Sweden	8	1	7
Switzerland	40	20	20
United Kingdom	141	31	110
Yugoslavia	27	9	18

HOME COUNTRY	Total	Interns	Residents
LATIN AMERICA	**1,837**	**523**	**1,314**
Caribbean, Total	361	108	253
Bahama Islands	1	1	—
Barbados	1	—	1
Cuba	105	35	70
Dominican Republic	149	28	121
Haiti	79	36	43
Jamaica	15	5	10
Netherlands West Indies	1	—	1
Trinidad and Tobago	10	3	7
Central America, Total	113	23	90
British Honduras	1	—	1
Costa Rica	9	3	6
El Salvador	17	4	13
Guatemala	21	1	20
Honduras	14	4	10
Nicaragua	38	10	28
Panama	13	1	12
South America, Total	865	270	595
Argentina	225	65	160
Bolivia	23	9	14
Brazil	121	40	81
British Guiana	5	1	4
Chile	16	4	12
Colombia	194	68	126
Ecuador	21	8	13
Paraguay	9	—	9
Peru	213	64	149
Uruguay	1	—	1
Venezuela	37	11	26
Mexico	498	122	376
CANADA	**539**	**52**	**487**
AFRICA	**160**	**47**	**113**
Algeria	1	1	—
Egypt (United Arab Republic)	108	34	74
Ethiopia	1	1	—
Kenya	1	—	1
Libya	1	—	1
Malagasy Republic	1	—	1
Mauritius	3	1	2
Morocco	4	—	4
Mozambique	1	—	1
Nigeria	12	4	8
Southern Rhodesia	1	1	—
Sudan	2	—	2
Togo, Republic of	1	—	1
Tunisia	2	2	—
Uganda	1	—	1
Union of South Africa	20	3	17
OCEANIA	**13**	**1**	**12**
Australia	13	1	12
STATELESS	**8**	**3**	**5**
NATIONALITY UNKNOWN	**4**	**4**	**—**

FOREIGN INDUSTRIAL TRAINEES: HOME COUNTRY AND TYPE OF TRAINING

	TOTAL	Managerial-Supervisory	Technical	Advertising-Sales	Manufacturing-Engineering	Other	Unknown
TOTAL	**4846**	**445**	**3279**	**270**	**317**	**244**	**291**
FAR EAST	**833**	**49**	**718**	**10**	**17**	**25**	**14**
Burma	3	—	3	—	—	—	—
Cambodia	2	1	—	—	—	1	—
Ceylon	5	1	3	—	—	1	—
China	62	2	60	—	—	—	—
Hong Kong	6	1	3	1	—	1	—
India	149	7	134	2	3	2	1
Indonesia	38	6	30	—	—	1	1
Japan	453	21	393	4	10	14	11
Korea	27	—	26	—	—	1	—
Malaya, Federation of	1	—	1	—	—	—	—
Philippine Islands	68	8	50	2	4	3	1
Ryukyu Islands	2	—	1	—	—	1	—
Singapore	1	1	—	—	—	—	—
Thailand	9	1	7	1	—	—	—
Vietnam	7	—	7	—	—	—	—
NEAR and MIDDLE EAST	**159**	**17**	**97**	**6**	**1**	**38**	**—**
Afghanistan	18	—	18	—	—	—	—
Bahrain	11	4	—	—	—	7	—
Iran	13	1	8	4	—	—	—
Iraq	2	—	2	—	—	—	—
Israel	8	—	7	—	1	—	—
Lebanon	10	1	7	1	—	1	—
Pakistan	53	3	20	1	—	29	—
Saudi Arabia	17	2	14	—	—	1	—
Turkey	27	6	21	—	—	—	—
EUROPE	**2074**	**197**	**1399**	**121**	**196**	**94**	**67**
Austria	8	3	1	—	—	4	—
Belgium	84	5	58	8	2	5	6
Czechoslovakia	1	—	1	—	—	—	—
Denmark	22	5	14	2	1	—	—
Finland	8	2	3	2	—	1	—
France	321	27	238	17	8	20	11
Germany	347	29	234	24	40	4	16
Greece	5	—	5	—	—	—	—
Iceland	51	—	1	—	50	—	—
Ireland	7	3	4	—	—	—	—
Italy	173	12	134	13	8	5	1
Netherlands	116	16	85	3	1	3	8
Norway	18	3	13	1	—	—	1
Portugal	7	1	3	2	—	1	—
Spain	86	5	48	—	10	23	—
Sweden	161	9	140	4	5	—	3
Switzerland	54	8	35	3	3	3	2
United Kingdom	554	68	334	42	67	25	18
Yugoslavia	45	1	42	—	1	—	1
Europe[1]	6	—	6	—	—	—	—

	TOTAL	Managerial-Supervisory	Technical	Advertising-Sales	Manufacturing-Engineering	Other	Unknown
LATIN AMERICA	**903**	**97**	**607**	**47**	**68**	**44**	**40**
Argentina	180	20	107	8	15	8	22
Bolivia	2	—	2	—	—	—	—
Brazil	138	20	80	8	26	4	—
British Guiana	1	—	1	—	—	—	—
British West Indies	16	2	14	—	—	—	—
Chile	46	—	39	1	4	2	—
Colombia	32	9	15	4	1	2	1
Costa Rica	4	1	2	—	—	1	—
Cuba	26	4	15	4	1	1	1
Dominican Republic	5	—	4	—	—	1	—
Ecuador	12	—	10	—	1	1	—
Guatemala	8	—	6	1	—	1	—
Haiti	3	—	2	—	—	1	—
Honduras	7	—	7	—	—	—	—
Mexico	205	7	154	14	18	12	—
Netherlands Antilles	3	—	3	—	—	—	—
Nicaragua	4	—	3	—	—	—	1
Panama	15	—	12	1	—	2	—
Paraguay	11	—	11	—	—	—	—
Peru	13	2	10	1	—	—	—
Surinam	3	—	3	—	—	—	—
Uruguay	5	—	3	—	—	2	—
Venezuela	124	20	91	5	2	6	—
Latin America[1]	40	12	13	—	—	—	15
AFRICA	**144**	**20**	**89**	**15**	**14**	**6**	**—**
Algeria	5	—	5	—	—	—	—
Belgian Congo	2	—	1	1	—	—	—
Egypt (UAR)	5	—	3	1	—	1	—
Ethiopia	1	—	1	—	—	—	—
Ghana	22	—	21	—	—	1	—
East Africa	2	—	1	—	—	1	—
Liberia	1	—	1	—	—	—	—
Malagasy Republic	2	1	—	—	—	1	—
Morocco	1	—	1	—	—	—	—
Nigeria	7	—	4	2	—	1	—
Federation of Rhodesia & Nyasaland	2	—	2	—	—	—	—
Sudan	5	—	5	—	—	—	—
Tunisia	12	1	11	—	—	—	—
Union of South Africa	68	18	26	9	14	1	—
Africa[1]	9	—	7	2	—	—	—
OCEANIA	**159**	**30**	**73**	**12**	**21**	**3**	**20**
Australia	145	26	68	12	20	3	16
New Caledonia	1	—	1	—	—	—	—
New Zealand	13	4	4	—	1	—	4
CANADA	**393**	**35**	**265**	**59**	**—**	**34**	**—**
U. S. S. R.	**31**	**—**	**31**	**—**	**—**	**—**	**—**
UNKNOWN	**150**	**—**	**—**	**—**	**—**	**—**	**150**

[1]The nationality of the trainees was not given.

TABLE VI

U. S. INSTITUTIONS REPORTING FOREIGN STUDENTS, FOREIGN FACULTY MEMBERS AND U. S. FACULTY MEMBERS ABROAD

The figures given below represent the results of three separate surveys: the figures for foreign students were obtained from a survey made of 3,008 institutions (see page 17); the figures for foreign scholars on the faculties of U.S. colleges and universities were obtained from a survey made of 2,034 institutions (see page 17); the figures for U.S. faculty members abroad were obtained from a survey of 2,034 institutions (see page 17). The number of undergraduate and graduate students are indicated in the columns U and G. The total number of students indicated in column T includes the undergraduates and graduates listed as well as "special" students and those in a "no answer" category.

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Total	2,539	1,777	24,975	18,682	48,486

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
ALABAMA	**21**	**6**	**235**	**50**	**311**
Alabama Coll., Montevallo			3		3
Alabama Polytechnic Inst., Auburn			57	15	83
Alabama, Univ. of, (Total)	16	3	37	30	72
Birmingham Campus			1	17	22
University Campus	16	3	36	13	50
Athens Coll., Athens			2		2
Birmingham Southern Coll., Birmingham			12		12
Florence State Coll., Florence			2		2
Holy Name of Jesus Hosp., Gadsden			1		1
Howard Coll., Birmingham		1	1		1
Huntingdon Coll., Montgomery			2		2
Jacksonville State Coll., Jacksonville			12		16
Judson Coll., Marion			3		3
Livingston State Coll., Livingston			11		11
Mobile General Hosp., Mobile					1
Oakwood Coll., Huntsville			19		19
Sacred Heart Coll., Cullman			7		7
St. Bernard Coll., St. Bernard			4		4
Snead Jr. Coll., Boaz	1	1	3		3
Southeastern Bible Coll., Birmingham			3		3
Spring Hill Coll., Spring Hill			18		18
Troy State Coll., Troy			5	1	6
Talladega Coll., Talladega			6		6
Tuskegee Inst., Tuskegee	4	1	27	4	36
ARIZONA		**12**	**183**	**71**	**310**
American Inst. for Foreign Trade, Phoenix				3	4
Arizona State Coll., Flagstaff			5	1	6
Arizona State Coll., Tempe			44	30	75
Arizona, Univ. of, Tucson		12	118	37	209
Eastern Arizona Jr. Coll., Thatcher			6		6
Grand Canyon Coll., Phoenix			3		3
Phoenix Coll., Phoenix			7		7
ARKANSAS	**11**	**1**	**87**	**9**	**107**
A. M. & N. Coll., Pine Bluff			8		8
Arkansas A. & M. Coll., College Heights			7		7
Arkansas State Coll., State College			3		3
Arkansas, Univ. of, Fayetteville	11	1	31	8	48
Harding Coll., Searcy			9		10
Little Rock Univ., Little Rock			2		3
Ouachita Coll., Arkadelphia			5		5
Ozarks, Coll. of the, Clarksville			1		1
Philander Smith Coll., Little Rock			19		19
St. John's Sem., Little Rock				1	1
Southern Baptist Coll., Walnut Ridge			2		2
CALIFORNIA	**262**	**218**	**3,989**	**2,263**	**6,457**
Allan Hancock Coll., Santa Maria			16		16
Alma Coll., Los Gatos			2		2
Ambassador Coll., Pasadena			14		14
American River Coll., Sacramento			2		2
Antelope Valley Coll., Lancaster			1		1
Armstrong Coll., Berkeley			29	6	36
Art Center School, The, Los Angeles			29	1	30
Azusa Coll., Azusa			11		11
Bakersfield Coll., Bakersfield		1	4		14
Berkeley Baptist Divinity School, Berkeley				4	4
Bethany Bible Coll., Santa Cruz			2		2
Bible Inst. of Los Angeles, The, La Mirada			12		12
Biola School for Missionary Medicine, Los Angeles				3	3
Brooks Inst. of Photography, Santa Barbara				1	3
California Baptist Theo. Sem., Covina				2	2
California Coll. of Arts and Crafts, Oakland			6	2	8
California Coll. of Chiropody, San Francisco				3	3
California Hosp., Los Angeles			3		3
California Inst. of Technology, Pasadena	92	8	15	85	105
California School of Fine Arts, San Francisco			8		8
California State Polytechnic Coll., (Total)			119	4	133
San Dimas Campus			43		44
San Luis Obispo Campus			76	4	89
California, Univ. of (Total)	131	115	809	1,072	1,918
Berkeley Campus	19	80	488	648	1,140
Davis Campus	24	17	65	108	176
La Jolla Campus			1	16	19
Los Angeles Campus	84		229	244	501
Mt. Hamilton Campus	3				
Riverside Campus		4	2		2

	Faculty Members Foreign	Faculty Members U.S.	Students U	Students G	Students T
San Francisco Campus				51	51
Santa Barbara Campus	1	14	24	5	29
California Western Univ., San Diego		2	14	3	17
Cerritos Jr. Coll., Norwalk			7	1	8
Chaffey Jr. Coll., Ontario			17		17
Chapman Coll., Orange			9		10
Chico State Coll., Chico		4	32	4	36
Christian Science Benevolent Assn., San Francisco			5		5
Church Divinity School of the Pacific, Berkeley				6	6
Citrus Jr. Coll., Azusa			10	1	11
City Coll. of San Francisco, San Francisco			83	1	87
Claremont Graduate School, Claremont				10	10
Claremont Men's Coll., Claremont			11		11
Coalinga Coll., Coalinga			7		7
Columbia Coll. of Chicago, Los Angeles			47	5	54
Diablo Valley Coll., Concord			24		24
Dominican Coll. of San Rafael, San Rafael			13		13
East Los Angeles Coll., Los Angeles			19		19
El Camino Coll., El Camino		7	43	1	44
Electronics Technical Inst., Inglewood			3	1	4
Fresno City Coll., Fresno			47		47
Fresno State Coll., Fresno	2	4	34	5	42
Fuller Theo. Sem., Pasadena				21	21
Fullerton Jr. Coll., Fullerton			43	1	44
George Pepperdine Coll., Los Angeles			30	5	37
Glendale Coll., Glendale			52	1	53
Glendale Sanitarium & Hosp., Glendale			9		9
Golden Gate Baptist Theo., Sem., Mill Valley				12	12
Golden Gate Coll., San Francisco			21	4	27
Grace Ball Coll., San Francisco			2		2
Hartnell Coll., Salinas			33	2	35
Heald's Business Coll., Oakland			1		1
Heald's Business Coll., Sacramento					1
Heald's Business Coll., San Francisco			33		33
Heald's Business Coll., San Jose			3		3
Heald Engineering Coll., San Francisco			133		133
Highland Coll., Pasadena			6		6
Holy Names, Coll. of the, Oakland			16		16
Humphrey's Coll., Stockton			6		6
Immaculate Heart Coll., Los Angeles	3	1	25	8	33
Imperial Valley Coll., El Centro			2		2
Judaism, Univ. of, Los Angeles			8		8
Kaiser Foundation, Oakland			1		1
La Sierra Coll., Arlington			20	1	21
Lasson Jr. Coll., Susanville			1		1
La Verne Coll., La Verne	1	2	11		11
L.I.F.E. Bible School, Los Angeles			7		7
Long Beach City Coll., Long Beach			27	1	28
Long Beach State Coll., Long Beach		5	26	6	34
Los Angeles City Coll., Los Angeles		1	45	2	53
Los Angeles Coll. of Chiropractic, Los Angeles			16		16
Los Angeles Conservatory of Music and Arts, Los Angeles			2	2	6
Los Angeles Harbor Jr. Coll., Wilmington			17		19
Los Angeles Pacific Coll., Los Angeles			6		7
Los Angeles Pierce Coll., Woodland Hills	1	1	15	1	17
Los Angeles State Coll. of Applied Arts and Sciences, Los Angeles			89	19	109
Los Angeles Trade Technical Jr. Coll., Los Angeles			18		20
Los Angeles Valley Jr. Coll., Van Nuys			22		22
Loyola Univ. of Los Angeles, Los Angeles			7	4	11
Marin, Coll. of, Kentfield			1		1
Marymount Coll., Los Angeles			2		2
Medical Evangelist, Coll. of, (Total)		1	21	47	75
Loma Linda Campus		1	5	24	29
Los Angeles Campus			16	23	46
Menlo Coll., Menlo Park			3		3
Mills Coll., Oakland			12	2	15
Modesto Jr. Coll., Modesto			48		48
Monterey Peninsula Coll., Monterey			44	4	49
Mt. St. Mary's Coll., Los Angeles			8		8
Mt. San Antonio Coll., Pomona			23		23
Mt. Zion Hosp., San Francisco			1		1
Napa Jr. Coll., Napa			31		31
National Technical Schools, Los Angeles			54	2	59
Northrop Inst. of Technology, Inglewood			75	5	86
Notre Dame, Coll. of, Belmont			15		15
Occidental Coll., Los Angeles		1	5	2	9
Orange Coast Coll., Costa Mesa			29		29
Osteopathic Physicians & Surgeons, Coll. of, Los Angeles				6	6
Pacific, Coll. of the, Stockton			5	4	9
Pacific Lutheran Theo. Sem., Berkeley				2	2
Pacific School of Religion, Berkeley				6	6
Pacific States Univ., Los Angeles			12		12
Pasadena City Coll., Pasadena			64	3	68
Pasadena Coll., Pasadena			31	5	36
Pasadena Playhouse Assn, Pasadena			5	1	6
Pomona Coll., Claremont	1	4	8		11
Porterville Coll., Porterville			8		8
Redlands, Univ. of, Redlands	1	1	6	2	9
Reedley Coll., Reedley			13		13
Sacramento City Coll., Sacramento			114		115
Sacramento State Coll., Sacramento			48	5	55
Saint Helena Hosp., Sanit			1		1
San Bernardino Valley Coll., San Bernardino			12	2	14
San Diego Coll. for Men, San Diego			5		5
San Diego Coll. for Women, San Diego			22	1	23
San Diego Jr. Coll., San Diego	1	1	32		33
San Diego State Coll., San Diego			38	8	57
San Fernando Valley State Coll., Northridge			5		6
San Francisco Coll. for Women, San Francisco			12	1	13
San Francisco State Coll., San Francisco		7	81	29	123
San Francisco Theo. Sem., San Anselmo				4	4
San Francisco, Univ. of, San Francisco			84	11	98
San Jose Bible Coll., San Jose			4		4
San Jose City Coll., San Jose			43	2	45
San Jose State Coll., San Jose		6	47	12	61
San Mateo, Coll. of, San Mateo			31	3	34
Santa Ana Coll., Santa Ana			15		16
Santa Barbara City Coll., Santa Barbara			18		18
Santa Clara, Univ. of, Santa Clara			26	2	28
Santa Rosa Jr. Coll., Santa Rosa			10		11
Scripps Coll., Claremont		3	4		4
Sequoias, Coll. of the, Visalia			20		20
Shasta College, Redding	1	1			
Sierra Jr. Coll., Auburn			1		1
Simpson Bible Coll., San Francisco			2		2
Southern California Bible Coll., Costa Mesa			2		2
Southern California, Univ. of, Los Angeles	19	18	348	486	864
Spanish American Baptist Sem., Los Angeles			13		14
Stanford Univ., Stanford	8	23	75	288	371
Stockton Coll., Stockton			17	2	23

	FACULTY MEMBERS Foreign	U.S.	STUDENTS U	G	T
Taft Coll., Taft			3		3
Talbot Theological Sem., La Mirada				1	1
Taloa Academy of Aeronautics, Lakeland			1		2
U. S. Naval Postgraduate School, Monterey	1				
Upland Coll., Upland			1		1
Vallejo Jr. Coll., Vallejo			2		2
Ventura Coll., Ventura		1	13	1	14
Western Electronics Inst., Hollywood					2
Westmount Coll., Santa Barbara			2		2
Whittier Coll., Whittier			8	2	12
Woodbury Coll., Los Angeles			22		22
Yuba Coll., Marysville			23	1	24
COLORADO	**8**	**15**	**429**	**172**	**672**
Adams State Coll., Alamosa			24		24
Colorado Coll., Colorado Springs			51		55
Colorado School of Mines, Golden			66	37	104
Colorado State Coll., Greeley			7	4	13
Colorado State Univ., Fort Collins	1	5	30	37	85
Colorado, Univ. of (Total)	5	7	79	62	180
Boulder Campus	5	7	75	62	176
Denver Campus			4		4
Colorado Women's Coll., Denver			2		2
Conservative Baptist Theo. Sem., Denver	1			3	3
Denver, Univ. of, Denver		3	101	28	136
Ft. Lewis A. & M. Coll., Durango			6		6
Loretto Height's Coll., Loretto			8		8
Mesa Coll., Grand Junction			11		11
Northeastern Jr. Coll., Sterling			1		1
Otero Jr. Coll., La Junta			13		13
Peoples Bible Coll., Colorado Springs			3		3
Pueblo Jr. Coll., Pueblo	1		12		12
St. Thomas Sem., Denver			1		1
Trinidad State Jr. Coll., Trinidad			9		9
Western State Coll. of Colorado, Gunnison			5	1	6
CONNECTICUT	**147**	**43**	**164**	**348**	**573**
Albertus Magnus Coll., New Haven	1		2		2
Annhurst Coll., South Woodstock			6		6
Berkeley Divinity School, New Haven	1				
Bridgeport Engineering Inst., Bridgeport			1		1
Bridgeport, Univ. of, Bridgeport		2	18	1	19
Central Connecticut State Coll., New Britain			2	1	6
Connecticut Coll., New London	5		9		10
Connecticut, Univ. of, Storrs	8	7	23	21	44
Fairfield Univ., Fairfield			2		2
Hartford Sem. Foundation, Hartford			1	24	28
Hartford, Univ. of (Total)			25		25
Hartt Coll. of Music, Hartford			4		4
Hillyer Coll., Hartford			21		21
Paier School of Art, Hamden			1		1
Post Jr. Coll. of Commerce, Waterbury			2		2
St. Basil's Coll., Stamford		1			
St. Joseph's Coll., West Hartford			5		5
St. Raphael, Hosp. of, New Haven			1		1
St. Vincent s Hosp., Bridgeport			1		1
Southern Conn. State Coll., New Haven			1		1
Trinity Coll., Hartford	1	1	4	1	5
Ward School of Electronics, Hartford			2		2
Wesleyan Univ., Middletown		1	9	2	22
Yale Univ., New Haven	131	31	49	298	390
DELAWARE	**1**	**4**	**16**	**16**	**38**
Delaware Hosp. Inc., Wilmington			3		3
Delaware, Univ. of, Newark	1	4	8	16	29
Goldey Beacom School, Wilmington					1
Wesley Coll., Dover			5		5

	FACULTY MEMBERS Foreign	U.S.	STUDENTS U	G	T
DISTRICT OF COLUMBIA	**23**	**13**	**868**	**659**	**2,020**
American Univ.		2	66	94	221
Atonement Sem. of The Holy Ghost			1		1
Augustinian Coll.				6	6
Benjamin Franklin Univ.			9		10
Capitol Radio Engineering Inst.			10		24
Capuchin Coll.			1		1
Catholic Univ. of America			84	120	210
District of Columbia General Hosp.			1		1
District of Columbia Teachers Coll.			12		17
Dunbarton Coll. of Holy Cross			10	1	11
Gallaudet Coll.			11	4	15
George Washington Univ.		3	103	213	359
Georgetown Univ.			175	128	377
Georgetown Visitation Jr. Coll.			19	1	20
Holy Cross Coll.				7	7
Holy Name Coll.				2	2
Howard Univ.	21	3	269	45	591
Immaculata Jr. Coll.			7		7
Marjorie Webster Jr. Coll.			2		2
Mt. Vernon Jr. Coll.			1		2
School of Advanced International Studies (Johns Hopkins Univ., Maryland)	2	2		8	10
Seventh Day Advent Theo. Sem.				11	11
Strayer Coll. of Accounting			31	1	37
Trinity Coll.		1	10		10
U. S. Dept. of Agriculture Graduate School		1		3	4
Washington Missionary Coll.		1	47	6	56
Wesley Theo. Sem.				8	8
FLORIDA	**17**	**6**	**518**	**185**	**730**
Barry Coll., Miami			33		34
Bethune Cookman Coll., Daytona Beach			3		3
Charron Williams Commercial Coll., Miami			24		24
Florida A. & M. Univ., Tallahassee			5	1	7
Florida Christian Coll., Tampa			2		2
Florida Coll. of Medical Technology, Miami			1		1
Florida Southern Coll., Lakeland			15	4	19
Florida State Univ., Tallahassee	15		18	65	85
Florida, Univ. of, Gainesville			168	101	287
Miami, Univ. of, Coral Gables	2	5	207	13	223
Orlando Jr. Coll., Orlando			2		2
Pensacola Jr. Coll., Pensacola			2		2
Ringling School of Art, Sarasota			2		2
Rollins Coll., Winter Park			10		12
St. Petersburg Jr. Coll., St. Petersburg			8		8
South Eastern Bible Coll., Lakeland			3		3
Stetson Univ., De Land		1	6		6
Tampa, Univ. of, Tampa			4		4
Walsh School of Business Science, Miami			3	1	4
Webber Coll., Babson Park			2		2
GEORGIA	**20**	**12**	**281**	**114**	**416**
Abraham Baldwin Agricultural Coll., Tifton			1		1
Agnes Scott Coll., Decatur			4		4
Andrew Coll., Cuthbert			2		2
Armstrong Coll., Savannah			2		2
Atlanta Art Inst., Atlanta			2		2
Atlanta University System (Total)	2	2	3	18	21
Atlanta Univ., Atlanta	2	2		18	18
Spelman Coll., Atlanta			3		3
Augusta Coll., Augusta			3		3
Berry Coll., Mt. Berry			1		1
Brenau Coll., Gainesville			9		9
Clark Coll., Atlanta			3		3
Columbia Theo. Sem., Decatur	1	1			
Emmanuel Coll., Franklin Springs			2		2
Emory Univ., (Total)	9	1	10	24	37
Emory Jr. Coll., Oxford			2		2
Emory Univ., Atlanta	9	1	8	24	35
Gammon Theo. Sem., Atlanta				3	3
Georgia Inst. of Technology, Atlanta	2	3	133	36	170

	FACULTY MEMBERS Foreign	U.S.	STUDENTS U	G	T
Georgia Military Coll., Milledgeville			8		8
Georgia Southwestern Coll., Americus			8		8
Georgia State Coll. for Women, Milledgeville			2		2
Georgia Teachers Coll., Collegeboro			1		1
Georgia, Univ. of, Athens	1	5	27	31	74
LaGrange Coll., LaGrange			3		3
Mercer Univ., Macon			1	1	2
Middle Georgia Coll., Cochran			8		8
Morris Brown Coll., Atlanta	4		6	1	7
Norman Coll., Norman Park			2		2
Oglethorpe Univ., Oglethorpe	1		7		7
Paine Coll., Augusta			1		1
Piedmont Coll., Demarest			1		1
Reinhardt Coll., Waleska			4		4
Shorter Coll., Rome			5		5
South Georgia Coll., Douglas			6		6
Tift Coll., Forsyth			3		3
Toccoa Falls Inst., Toccoa Falls			2		2
Valdosta State Coll., Valdosta			4		5
Wesleyan Coll., Macon			5		5
West Georgia Coll., Carrollton			2		2
HAWAII	**3**	**4**	**102**	**31**	**151**
Cannons School of Business, Honolulu			2		2
Chaminade Coll., Honolulu			2		2
Hawaii, Univ. of, Honolulu	3	4	73	28	119
Honolulu Business Coll., Honolulu			8		8
Jackson Coll., Honolulu			14	3	17
Mauneolu Community Coll., Paia Maui			3		3
IDAHO	**16**	**1**	**139**	**19**	**160**
Boise Jr. Coll., Boise			10		11
Idaho, Coll. of, Caldwell			8		8
Idaho Falls Latter-Day Saints Hosp., Idaho Falls			1		1
Idaho State Coll., Pocatello		1	35		36
Idaho, Univ. of, Moscow	16		41	19	60
North Idaho Jr. Coll., Coeur d'Alene			5		5
Northwest Nazarene Coll., Nampa			8		8
Ricks Coll., Rexburg			31		31
ILLINOIS	**103**	**84**	**1,157**	**1,473**	**2,890**
Amercan Acad. of Art, Chicago			3		3
American Conservatory of Music, Chicago			5		5
American Inst. of Engineering, Chicago			8		9
Art Inst. of Chicago, School of the, Chicago			28	5	35
Augustana Coll., Rock Island			6		6
Augustana Theo. Sem., Rock Island				2	3
Aurora Coll., Aurora			4		4
Barat Coll. of the Sacred Heart, Lake Forest	2	1	6		6
Blackburn Coll., Carlinville			3		3
Bradley Univ., Peoria			31	6	43
Bryan and Stratton Coll., Chicago			8		8
Carthage Coll., Carthage			4		4
Chicago City Jr. Coll., (Total)		1	16		16
Amundsen Branch			7		7
Wilson Branch		1	9		9
Chicago Coll. of Osteopathy, Chicago				3	3
Chicago Kent School of Law, Chicago				1	1
Chicago Lutheran Theo. Sem., Maywood			1	6	7
Chicago Technical Coll., Chicago			33		33
Chicago, Univ. of (Total)	5	11	8	302	363
Argonne National Laboratory, Lemont				12	39
Chicago Univ. of Chicago	5	11	8	290	324
Concordia Coll., River Forest		1	7	1	8

	FACULTY MEMBERS Foreign	U.S.	STUDENTS U	G	T
Cook County Hosp., Chicago			4	20	24
De Paul Univ., Chicago			23	65	93
De Vry Technical Inst., Chicago			9		10
Divine Word Mission Sem., Techny			9	23	32
Dominican Coll. of St. Thomas Aquinas, River Forest				4	4
Eastern Illinois Univ., Charleston		1	8		10
Elmhurst Coll., Elmhurst			7		7
Emmaus Bible School, Oak Park			17	1	20
Eureka Coll., Eureka	1		2		2
Evangelical Theo. Sem., Naperville				5	5
Garrett Biblical Inst., Evanston	5				
George Williams Coll., Chicago			34	6	43
Greenville Coll., Greenville			20		20
Hebrew Theo. Coll., Chicago			6		6
Illinois Coll., Jacksonville	1		2		2
Illinois Coll. of Optometry, Chicago				5	5
Illinois Inst. of Technology, Chicago		3	41	108	161
Illinois State Normal Univ., Normal		1	5	1	6
Illinois, Univ. of, Urbana & Chicago	38	34	286	557	935
Illinois Wesleyan Univ., Bloomington			73	10	91
Jewish Studies, Coll. of, Chicago			5		5
Joliet Jr. Coll., Joliet			4		4
Kendall Coll., Evanston			7		7
Knox Coll., Galesburg		1	10		10
Lake Forest Coll., Lake Forest			12		12
La Salette Sem., Olivet			1		1
Lincoln Bible Inst., Lincoln			2		2
Lincoln Coll., Lincoln			2		2
Loyola Univ., Chicago	2	2	8	53	66
MacMurray Coll., Jacksonville			9	1	12
McCormack Theo. Sem., Chicago				13	15
McKendree Coll., Lebanon			1		1
Michael Reese Hosp., Chicago			7	12	24
Millikin Univ., Decatur			8		9
Monmouth Coll., Monmouth	1		5		5
Moody Bible Inst., Chicago			52		52
Morton Jr. Coll., Cicero			2		3
Mundelein Coll., Chicago	1				
National Coll. of Chiropractic, Chicago			15		15
National Coll. of Education, Evanston		1	2	2	5
North Central Coll., Naperville			7		7
North Park Coll. and Theo. Sem., Chicago			23	6	30
Northern Baptist Theo. Sem., Chicago			3	7	10
Northern Illinois Univ., DeKalb		4	7	3	12
Northwestern Univ., Evanston	20	12	5	87	115
Oregon Bible Inst., Oregon			1		1
Parks Coll. of Aeronautics, East St. Louis (Affiliated with St. Louis Univ., Missouri)			19	1	26
Principia Coll., Elsah			15		15
Provident Hosp., Chicago			1		1
Quincy Coll., Quincy			4		4
Ray Vogue Schools Inc., Chicago					13
Rockford Coll., Rockford			10	2	12
Roosevelt Univ., Chicago			55	41	101
Rosary Coll., River Forest	1	3	7	4	11
St. Francis, Coll. of, Joliet			5		5
St. Francis Hosp., Peoria			1		1
St. Joseph's Sem., Teutopolis			3		3
St. Mary of Nazareth Hosp., Chicago				12	12
St. Procopius Coll., Lisle			6		6
St. Therese Hosp., Waukegan				2	2
St. Xavier Coll., Chicago		1	13		13
Seabury-Western Theo. Sem., Evanston					1
Sherwood Music School, Chicago			3		3
Shimer Coll., Mt. Carroll			1		1
Southern Illinois Univ., Carbondale	26	4	50	81	134
Trinity Sem. & Bible Coll., Chicago			14	1	16
Western Illinois Univ., Macomb		3	5		5
Wheaton Coll., Wheaton			30	14	44

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
INDIANA	**86**	**68**	**884**	**702**	**1,819**
Anderson Coll. & Theo. Sem., Anderson			18		18
Ball State Teachers Coll., Muncie			5	9	17
Bethel Coll., Mishawaka			4		4
Butler Univ., Indianapolis			7	2	10
Concordia Sr. Coll., Fort Wayne			11		11
DePauw Univ., Greencastle			6	7	18
Earlham Coll., Richmond	1		16		18
Evansville Coll., Evansville	1		8		11
Franklin Coll., Franklin	1		4		4
Goshen Coll., Goshen		1	36	14	52
Grace Theo. Sem. & Coll., Winona Lake		1	1		1
Hanover Coll., Hanover			9		9
Huntington Coll., Huntington			3		3
Indiana State Teachers Coll., Terre Haute			15	3	19
Indiana Technical Coll., Fort Wayne			233	1	235
Indiana Univ., Bloomington	46	46	85	285	531
International Coll., Fort Wayne			5	1	6
John Herron Art School, Indianapolis			2		2
Lincoln Chiropractic Coll., Evansville			15		15
Manchester Coll., North Manchester	1		3		3
Marian Coll., Indianapolis	1		3		4
Marion Coll., Marion	1				
Mennonite Biblical Sem., Chicago			1	15	17
Notre Dame, Univ. of, Notre Dame	10	10	66	70	139
Oakland City Coll., Oakland City			1		1
Purdue Univ., Lafayette	19	6	173	273	486
St. Francis Coll., Fort Wayne			6		6
St. Joseph's Coll., Collegeville		1	10		10
St. Mary-of-Woods Coll., St. Mary-of-the-Woods	1		8		8
St. Mary's Coll., Notre Dame	1	1	13	2	17
Taylor Univ., Upland			19		19
Tri-State Coll., Angola			91	1	94
Valparaiso Univ., Valparaiso	2	1	4		5
Wabash Coll., Crawfordsville	1	1	3		4
West Baden Coll., West Baden (Affiliated with Loyola Univ., Illinois)				19	22
IOWA	**38**	**20**	**406**	**302**	**776**
Briar Cliff Coll., Sioux City			4		4
Central Coll., Pella			7		7
Chicago Evangelistic Inst., University Park			7	3	10
Clarke Coll., Dubuque			13		13
Coe Coll., Cedar Rapids			1		1
Cornell Coll., Mt. Vernon		2	8		8
Dominican Coll. of St. Thomas Aquinas, Dubuque			4		4
Drake Univ., Des Moines			21	3	24
Dubuque, Univ. of, Dubuque		2	26	10	38
Ellsworth Jr. Coll., Iowa Falls			3		3
Graceland Coll., Lamoni			24	1	28
Grand View Coll., Des Moines		1	3		3
Grinnell Coll., Grinnell	1		2		4
Iowa State Teachers Coll., Cedar Falls		1	3	1	6
Iowa State Univ. of Science & Technology, Ames	22	7	61	131	225
Iowa Wesleyan Coll., Mt. Pleasant			5		5
Loras Coll., Dubuque			2		2
Luther Coll., Decorah			5		5
Marycrest Coll., Dubuque			12		12
Mason City Jr. Coll., Mason City			1		1
Morningside Coll., Sioux City	1		12		12
Mt. Mercy Coll., Cedar Rapids			4		4
Muscatine Jr. Coll., Muscatine			3		3
Northwestern Coll., Orange City			5		5
Osteopathic Medicine & Surgery, Coll. of, Des Moines			3		4
Ottumwa Heights Coll., Ottumwa			9		22
Palmer School of Chiropractic, Davenport			97	6	103
Parsons Coll., Fairfield			5		6
St. Ambrose Coll., Davenport			4		4
Simpson Coll., Indianola			7		8
State Univ. of Iowa, Iowa City	14	7	35	143	187
Trinity Theo. Sem., Dubuque				1	1
Waldorf Coll., Forest City			3		3
Wartburg Coll., Waverly			1		2
Wartburg Theo. Sem., Dubuque				3	3
Westmar Coll., Le Mars			2		2
William Penn Coll., Oskaloosa			4		4
KANSAS	**19**	**27**	**445**	**305**	**800**
Arkansas City Jr. Coll., Arkansas City			2		2
Baker Univ., Baldwin City			15		15
Bethany Coll., Lindsborg	1		5		5
Bethel Coll., North Newton			32		37
Bethel Deaconess Hosp., Newton			1		1
Central Baptist Theo. Sem., Kansas City				1	1
Central Coll., McPherson			3		3
Coffeyville Coll., Coffeyville			9		9
Dodge City Coll., Dodge City			2		2
El Dorado Jr. Coll., El Dorado			1		1
Emporia, Coll. of, Emporia			14		15
Fort Hays Kansas State Coll., Hays		1	5	3	10
Fort Scott Jr. Coll., Fort Scott			1		1
Friends Bible Coll., Haviland			4		4
Friends Univ., Wichita			6	1	7
Hesston Coll., Hesston			1		1
Highland Jr. Coll., Highland			1		1
Hutchinson Jr. Coll., Hutchinson			1		1
Independence Community Coll., Independence			2		2
Kansas State Teachers Coll., Emporia		2	15	9	27
Kansas State Teachers Coll., Pittsburg			23		24
Kansas State Univ. of Agriculture & Applied Science, Manhattan	8	11	53	97	166
Kansas, Univ. of (Total)	6	11	73	165	247
Kansas, Univ. of, Lawrence	6	11	72	159	240
Medical Center, Kansas City			1	6	7
Kansas Wesleyan Univ., Salina			6		6
Marymount Coll., Salina			8		8
McPherson Coll., McPherson			10		10
Midwestern Inst. of Business Administration, Eureka			5		5
Mt. St. Scholastica Coll., Atchison			18		18
Ottawa Univ., Ottawa			14		16
Parsons Jr. Coll., Parsons			6		6
Pratt Jr. Coll., Pratt			7		7
Sacred Heart Coll., Wichita			6		6
St. Benedict s Coll., Atchison			6		13
St. Mary Coll., Xavier	1	1	6		7
St. Mary of the Plains Coll., Dodge City	1				
St. Mary's Coll., St. Mary's (Affiliated with St. Louis Univ., Missouri)			7	15	22
Southwestern Coll., Winfield		1	8		8
Sterling Coll., Sterling			2		2
Tabor Coll., Hillsboro			19		21
Washburn Univ. of Topeka, Topeka			17		17
Wichita, Univ. of, Wichita	2		31	14	46
KENTUCKY	**5**	**21**	**150**	**67**	**293**
Asbury Coll., Wilmore			19		19
Asbury Theo. Sem., Wilmore		3	1	24	25
Bellarmine Coll., Louisville			1		1
Berea Coll., Berea		2	31	1	39
Bethel Coll., Hopkinsville			1		1
Bible, Coll. of the, Lexington				3	3
Bowling Green Coll. of Commerce, Bowling Green			1		1
Campellsville Jr .Coll., Campellsville			4		4
Carver School of Missions & Social Work, Lexington		1		2	2

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Centre Coll. of Kentucky, Danville	1		4		4
Georgetown Coll., Georgetown			5		5
Good Samaritan Hosp., Lexington			1		1
Kentucky Christian Coll., Grayson			1		1
Kentucky State Coll., Frankfort			1		1
Kentucky, Univ. of, Lexington	1	14	28	29	75
Kentucky Wesleyan Coll., Owensboro			1		1
Lindsey Wilson Coll., Columbia			2		2
Louisville Presbyterian Theo. Sem., Louisville		1	1	2	4
Louisville Univ. of, Louisville	2		5	4	57
Midway Jr. Coll., Midway			9	1	11
Morehead State Coll., Morehead			6		6
Nazareth Coll., Louisville	1			1	1
Pikeville Coll., Pikeville			2		2
Sue Bennett Coll., London			2		2
Transylvania Coll., Lexington			5		5
Union Coll., Barbourville			9		10
Ursuline Coll., Louisville			8		8
Western Kentucky State Coll., Bowling Green			2		2
LOUISIANA	**41**	**18**	**513**	**230**	**815**
Centenary Coll., Shreveport			9		9
Dillard Univ., New Orleans			4		5
Francis T. Nicholls State Coll., Thebodaux			1		1
Garner Secretarial School, New Orleans			3		3
Louisiana Coll., Pineville			6		6
Louisiana Polytechnic Inst., Ruston			9	1	10
Louisiana State Univ., Baton Rouge	10	4	217	85	312
Loyola Univ., New Orleans			9	3	12
McNeese State Coll., Lake Charles			12		12
New Orleans Baptist Theo. Sem., New Orleans				2	2
Northwestern State Coll. of Louisiana, Natchitoches			9		9
Notre Dame Sem., New Orleans			1	1	2
St. Mary's Dominican Coll., New Orleans		1	13		13
Southeastern Louisiana Coll., Hammond			9		9
Southern Univ. & A. M. Coll., Baton Rouge		2			
Southwestern Louisiana Inst., Lafayette			151	1	154
Tulane Univ. of Louisiana, New Orleans (Total)	30	11	49	135	243
Newcomb Coll., New Orleans	1	2			
Tulane Univ. of Louisiana, New Orleans	29	9	49	135	243
Xavier Univ., New Orleans	1		11	2	13
MAINE	**5**	**8**	**58**	**17**	**84**
Bangor Theo. Sem., Bangor				1	1
Bates Coll., Lewiston		2	3		3
Bowdoin Coll., Brunswick	2	3	10	4	20
Colby Coll., Waterville			14		14
Eastern Maine General Hosp., Bangor			3		3
La Mennais Coll., Alfred			6		6
Maine Medical Center, Portland			1		1
Maine, Univ. of., Orono	3	3	17	12	32
Nasson Coll., Springvale			2		2
St. Francis Coll., Biddeford			1		1
Washington State Teachers Coll., Machias			1		1
MARYLAND	**41**	**15**	**233**	**278**	**542**
Baltimore Jr. Coll., Baltimore			2		2
Essex Community Coll., Essex			1		1
Goucher Coll., Baltimore	2		5	1	6
Hagerstown Jr. Coll., Hagerstown			2		2
Hood Coll., Frederick	1	1	1		1
Johns Hopkins Hosp., Baltimore				5	5
Johns Hopkins Univ., Baltimore	5	7	14	113	137
Maryland Inst. of Art & Design, Baltimore			2		2
Maryland, Univ. of (Total)	33	4	90	151	260
Maryland State Coll., Princess Anne			1		1
Maryland Univ. of, College Park	33	4	89	151	259
Montgomery Jr. Coll., Takoma Park			2		2
Morgan State Coll., Baltimore			29		30
Mt. St. Agnes Coll., Baltimore			1		1
Mt. St. Mary's Coll., Emmitsburg			2		2
Notre Dame of Maryland, Coll. of, Baltimore			6		6
Peabody Conservatory of Music, Baltimore			5	5	11
St. John's Coll., Annapolis			5		5
St. Joseph's Coll., Emmitsburg			3		3
St. Mary's Sem. Jr. Coll., St. Mary's City			1		1
State Teachers Coll., Towson		1			
United States Naval Acad., Annapolis			17		17
Washington Coll., Chestertown			1		1
Western Maryland Coll., Westminster		2	5		5
Woodstock Coll., Woodstock			39	3	42
MASSACHUSETTS	**254**	**83**	**1,316**	**1,597**	**3,136**
American International Coll., Springfield			6		6
Amherst Coll., Amherst	1	1	13		20
Andover Newton Theo. Sem., Newton Centre			1	7	12
Anna Maria Coll., Paxton			2		2
Assumption Coll., Worcester	2		1		1
Atlantic Union Coll., South Lancaster			41	1	42
Babson Inst. of Business Administration, Babson Park		1	39	3	42
Bay Path Jr. Coll., Longmeadow			2		2
Becker Jr. Coll., Worcester			3		4
Bentley School of Accounting, Boston			1		1
Boston Coll. (Total)		1	35	46	81
Boston Coll., Chestnut Hill		1	19	31	50
Weston Coll., Weston			16	15	31
Boston Conservatory of Music, Boston					8
Boston Univ., Boston		2	154	148	395
Bouve-Boston School, Medford		1			
Bradford Jr. Coll., Bradford	2		6		6
Brandeis Univ., Waltham	20	5	47	16	73
Burdett Coll., Boston			9		9
Cambridge Jr. Coll., Cambridge			8		8
Campbell School, The, New Bedford			1		1
Cardinal Cushing Coll., Brookline	1	1	4		4
Catherine Laboure School of Nursing, Dorchester			1		1
Chamberlain School of Retailing, Boston			12		12
Children's Hosp., Boston				5	5
Christian Science Benevolent Assoc., Chestnut Hill			21		22
Clark Univ., Worcester	2		19	22	42
Clarke School for the Deaf, Northampton				2	2
Dean Jr. Coll., Franklin			6		6
Eastern Nazarene Coll., Wollaston			33	1	34
Emerson Coll., Boston			3	3	6
Emmanuel Coll., Boston			15		15
Episcopal Theo. School, Cambridge				5	5
Fisher Jr. Coll., Boston			1		1
Forsyth Dental Infirmary, Boston				16	16
Franklin Technical Inst., Boston			7		7
Garland School, Boston			4		4
Gordon Coll., Beverly Farms	1	3	23	11	34
Harvard Univ., Cambridge	11	26	109	582	738
Holy Cross, Coll. of the, Worcester	1		5		5
Katherine Gibbs School, Boston			8	1	9
La Salette Sem., Ipswich			1		1
Lasell Jr. Coll., Auburndale			6		6

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Leicester Jr. Coll., Leicester			26	8	34
Lesley Coll., Cambridge			5	2	7
Lowell Technological Inst., Lowell			23	13	42
Marist Coll. & Sem., Framingham Center			11		11
Massachusetts Gen. Hosp., Boston			1		1
Massachusetts Inst. of Technology, Cambridge	194	17	263	507	770
Massachusetts Mem. Hosp., Boston			1		1
Massachusetts, Univ. of, Amherst	14	8	3	25	29
Merrimack Coll., North Andover			5		5
Mt. Holyoke Coll., South Hadley		2	12	14	32
Mt. Ida Jr. Coll., Newton			3		3
Museum School of Fine Arts, Boston			8		8
New Bedford Inst. of Technology, New Bedford			9		9
New Church Theo. School, Cambridge				1	1
New England Coll. of Pharmacy, Boston			2	1	3
New England Conservatory of Music, Boston			14	9	26
New England Inst. of Anatomy, Boston					4
New England Sanitarium & Hosp., Melrose			7		7
Newton Coll. of the Sacred Heart, Newton	1		16		16
Newton Jr. Coll., Newtonville	1				1
Nichols Coll. of Business Administration, Dudley			13		13
Northeastern Univ., Boston		1	15		15
Oblate Coll. & Sem., Natick				2	2
Passionist Monastery, Springfield				1	1
Perkins Inst., Watertown				1	5
Peter Bent Brigham Hosp., Boston			1		1
Pine Manor Jr. Coll., Wellesley		1	7		7
Radcliffe Coll., Cambridge			11	51	65
Regis Coll., Weston			6		6
St. John's Sem., Brighton		1	3	5	8
Salter Secretarial School, Worcester			3		3
Simmons Coll., Boston		3	12	7	22
Smith Coll., Northampton			22	13	35
Springfield Coll., Springfield			18	11	37
Stonehill Coll., North Easton			1		1
Suffolk Univ., Boston			20	3	23
Tufts Univ. (Total)	2	2	25	43	69
Boston School of Occupational Therapy, Boston			1	1	2
Eliot Pearson School, Boston			3		3
Fletcher School of Law & Diplomacy, Medford			1	22	23
Tufts Univ., Medford	2	2	20	20	41
Wellesley Coll., Wellesley		5	39	4	43
Wentworth Inst., Boston	1		14	1	17
Wheaton Coll., Norton		2	5		5
Wheelock Coll., Boston			6		8
Williams Coll., Williamstown			10		17
Worcester Jr. Coll., Worcester			6		6
Worcester Polytechnic Inst., Worcester			23	6	29
MICHIGAN	**80**	**232**	**1,955**	**1,009**	**3,259**
Adrian Coll., Adrian			4		4
Albion Coll., Albion			5		5
Alma Coll., Alma			7		7
Alpena Community Coll., Alpena			3		3
Aquinas Coll., Grand Rapids	1				
Art School of the Detroit Society of Arts, Detroit			11	1	13
Bay City Jr. Coll., Bay City			5		5
Blodgett Mem. Hosp., Grand Rapids			1		1
Calvin Coll., Grand Rapids	1	1	130	1	134
Calvin Theo. Sem., Grand Rapids		1	26	2	29
Central Michigan Univ., Mt. Pleasant	1	1	9	2	12
Chrysler Inst. of Engineering, Highland Park				1	1

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Cranbrook Acad. of Art, Bloomfield Hills			1	5	10
Detroit Bible Inst., Detroit			4		4
Detroit Coll. of Applied Science, Detroit					6
Detroit Inst. of Musical Art, Detroit			1		1
Detroit Inst. of Technology, Detroit			33	1	35
Detroit, Univ. of, Detroit	2	2	109	49	201
Eastern Michigan Univ., Ypsilanti		4	85	3	89
Emmanuel Missionary Coll., Berrien Springs			87	8	95
Ferris Inst., Big Rapids			18		18
Flint Jr. Coll., Flint		2	13	1	14
General Motors Inst., Flint			115	1	117
Grand Rapids Jr. Coll., Grand Rapids			9		9
Great Lakes Coll., Detroit			17	1	18
Henry Ford Community Coll., Dearborn			7		8
Hillsdale Coll., Hillsdale			16		23
Hope Coll., Holland		3	23		24
Jackson Jr. Coll., Jackson			24		24
Kalamazoo Coll., Kalamazoo	2	1	1		3
Kendall School of Design, Grand Rapids			1		1
Madonna Coll., Livonia			2	1	3
Marygrove Coll., Detroit	1		17		18
Meinzinger Art School, Detroit					8
Mercy Coll., Detroit			2		2
Merrill Palmer School, Detroit		1	1	8	9
Michigan Coll. of Mining & Technology (Total)			214	6	220
Houghton Campus			171	6	177
Sault Ste. Marie Campus			43		43
Michigan State Univ., East Lansing	24	147	184	201	427
Michigan, Univ. of, Ann Arbor	18	54	418	582	1,109
Nazareth Coll., Nazareth			7		7
Northern Michigan Coll., Marquette					1
Northwestern Michigan Coll., Traverse City			1		1
Olivet Coll., Olivet	1		9		9
Owosso Bible Coll., Owosso			5		5
Port Huron Jr. Coll., Port Huron			72		73
Reformed Bible Inst., Grand Rapids			29		29
Siena Heights Coll., Adrian			23		23
Spring Arbor Jr. Coll., Spring Arbor			1		1
Wayne State Univ., Detroit	29	14	181	124	359
Western Michigan Univ., Kalamazoo		1	24	9	38
Western Theo. Sem., Holland				2	3
MINNESOTA	**82**	**56**	**350**	**870**	**1,473**
Apostolic Bible Inst., Saint Paul			5		5
Augsburg Coll. & Theo. Sem., Minneapolis			8		8
Austin Jr. Coll., Austin			4		4
Bemidji State Coll., Bemidji			11	1	12
Bethel Coll. & Sem., St. Paul			19	5	26
Bethesda Lutheran Hosp., St. Paul			1		1
Carleton Coll., Northfield		4	2		3
Concordia Coll., Moorhead		1	23		24
Dunwoody Industrial Inst., Minneapolis			2	4	30
Elizabeth Kenny Inst., Inc., Minneapolis				1	1
Gustavus Adolphus Coll., Saint Peter	1	1	15		15
Hamline Univ., St. Paul		1	7		7
Luther Theo. Sem., St. Paul	2	2		6	8
Lutheran Bible Inst., Minneapolis			5	1	6
Macalester Coll., St. Paul	1	1	23	2	26
MacPhail Coll. of Music, Minneapolis	1		1	1	3
Mankato Commercial Coll., Mankato			1		1
Mankato State Coll., Mankato		2	28	1	30
Minneapolis Business Coll., Minneapolis			1	1	3

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Minneapolis School of Art, Minneapolis			5		5
Minnesota School of Business, Minneapolis			3		3
Minnesota, Univ. of (Total)	68	36	119	828	1,156
Duluth Campus			16		16
Mayo Foundation for Medical Research, Rochester				130	130
Minneapolis & St. Paul Campus	68	36	103	698	1,010
Moorhead State Coll., Moorhead			3		3
North Central Bible Coll., Minneapolis			1	1	2
Northwestern Coll., Minneapolis			4		4
Northwestern Hosp., Minneapolis					1
Northwestern Lutheran Theo. Sem., Minneapolis				1	1
Rochester Jr. Coll., Rochester			5		5
St. Benedict's Coll., St. Joseph	1	1	8		8
St. Catherine, Coll. of, St. Paul			9		11
St. Cloud State Coll., St. Cloud			2	1	3
St. John's Univ., Collegeville	6	3	10	14	24
St. Mary's Hosp., Rochester			1		1
St. Olaf Coll., Northfield			6		9
St. Paul Bible Coll., St. Paul			8		8
St. Scholastica, Coll. of, Duluth		2	2		2
St. Teresa, Coll. of, Winona	2	1	4		7
Winona State Coll., Winona		1	4	2	7
MISSISSIPPI		**2**	**106**	**16**	**130**
All Saints Jr. Coll., Vicksburg			1		1
Belhaven Coll., Jackson			1		1
Blue Mountain Coll., Blue Mountain			9		9
Campbell Coll., Jackson			1		1
Clarke Memorial Coll., Newton			1		1
Delta State Coll., Cleveland			2		2
East Central Jr. Coll., Decatur			1		1
Gulf Park Coll., Gulfport			6		6
Jones County Jr. Coll., Ellisville			2		2
Millsaps Coll., Jackson			2		4
Mississippi Coll., Clinton			6		7
Mississippi Southern Coll., Hattiesburg			30	1	31
Mississippi State Coll. for Women, Hattiesburg			3		3
Mississippi State Univ., State College			3	1	4
Mississippi, Univ. of (Total)		2	12	13	25
Jackson Campus				1	1
University Campus		2	12	12	24
Northeast Mississippi Jr. Coll., Boonville			1		1
Pearl River Jr. Coll., Poplarville			4		4
Perkinston Jr. Coll., Perkinston			5		5
Piney Woods Country Life School, Piney Woods			1		1
Tougaloo Southern Christian Coll., Tougaloo			4		4
William Carey Coll., Hattiesburg			11	1	17
MISSOURI	**136**	**31**	**566**	**363**	**996**
Barnes Hosp., St. Louis				2	2
Central Bible Inst., Springfield			10		10
Central Coll., Fayette			6		6
Central Inst. of the Deaf, St. Louis			5		6
Central Missouri State Coll., Warrensburg			40	2	46
Conception Sem., Conception		4		3	3
Cottey Coll., Nevada			8		8
Covenant Coll. & Theo. Sem., St. Louis			1	4	5
Culver Stockton Coll., Canton			3		3
Deaconess Hosp., St. Louis			2		2
Drury Coll., Springfield			7	1	9
Eden Theo. Sem., Webster Groves				3	3
Evangel Coll., Springfield			6		7
Fontbonne Coll., St. Louis		1	2		3
Grandwohl School of Laboratory Technique, St. Louis			4		4
Hannibal La Grange Coll., Hannibal			11		11
Independence Sanitarium & Hosp., Independence			1		2
Joplin Jr. Coll., Joplin			1		1
Jr. Coll. of Kansas City, Kansas City			8		8
Kansas City Art Inst. & School of Design, Kansas City			1	1	2
Kansas City Bible Coll., Kansas City			3		3
Kansas City Coll. of Osteopathy, Kansas				4	4
Kansas City, Univ. of, Kansas City		3	19	4	26
Kemper Military School, Boonville				2	2
Kirksville Coll. of Osteopathy, Kirksville			4		4
Lincoln Univ., Jefferson City		1			
Lindenwood Coll. for Women, St. Charles			11		12
Logan Basic Coll. of Chiropractic, St. Louis			4		4
Maryville Coll. of The Sacred Heart, St. Louis			6		6
Missouri School of Religion, Columbia				1	1
Missouri, Univ. of (Total)	13	4	148	121	310
Missouri School of Mines & Metallurgy, Rolla			95	23	138
Missouri, Univ. of, Columbia	13	4	53	98	172
Missouri Valley Coll., Marshall			5		5
National Coll. for Christian Workers, Kansas City			15		15
Nazarene Theo. Sem., Kansas City			1	12	13
Northeast Missouri State Teachers Coll., Kirksville			54	9	63
Northwest Missouri State Coll., Maryville			8	1	9
Park Coll., Parkville		1	11		12
Rockhurst Coll., Kansas City			11		11
St. Louis Coll. of Pharmacy, St. Louis				6	6
St. Louis Univ. (Total)		5	44	89	134
Notre Dame Coll., St. Louis			2	1	3
St. Louis Univ., St. Louis		5	42	88	131
St. Mary's Sem., Perryville			3	9	12
St. Stanislaus Sem., Florissant			4		6
Southeast Missouri State Coll., Cape Girardeau			6		7
Southwest Baptist Coll., Bolivar			10		10
Southwest Missouri State Coll., Springfield			7		8
Stephens Coll., Columbia			10		10
Washington Univ., St. Louis	121	11	47	89	142
Webster Coll., Webster Groves			5		6
Westminster Coll., Fulton	2	1	8		8
William Jewell Coll., Liberty			6		6
MONTANA	**3**	**3**	**127**	**33**	**162**
Carroll Coll., Helena			6		6
Montana School of Mines, Butte	1		27	5	34
Montana State Coll., Bozeman		2	63	16	79
Montana State Univ., Missoula	2	1	20	12	32
Northern Montana Coll., Havre			6		6
Rocky Mountain Coll., Billings			5		5
NEBRASKA	**12**	**10**	**226**	**97**	**358**
Concordia Teachers Coll., Seward			7		7
Creighton Univ., Omaha			11	8	19
Dana Coll., Blair			1		1
Doane Coll., Crete		1	2		2
Duchesne Coll., Omaha			6		6
Grace Bible Inst., Omaha			15		15
Hastings Coll., Hastings			2		3
Luther Jr. Coll., Wahoo		1	1		1
McCook Jr. Coll., McCook			1		1
Midland Coll., Fremont			2		2
Nebraska State Teachers Coll., Chadron			1		1
Nebraska State Teachers Coll., Wayne			4		5

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Nebraska, Univ. of, Lincoln	11	8	103	88	224
Nebraska Wesleyan Univ., Lincoln			14		14
Norfolk Jr. Coll., Norfolk			2		2
Omaha, Univ. of, Omaha	1		3	1	4
St. Mary's Coll., Omaha			3		3
Scotsbluff Coll., Scotsbluff			1		1
Union Coll., Lincoln			47		47
NEVADA			**11**	**1**	**12**
Nevada, Univ. of, Reno			11	1	12
NEW HAMPSHIRE		**3**	**66**	**17**	**102**
Colby Jr. Coll. for Women, New London			4		4
Dartmouth Coll., Hanover			23	2	33
Keene Teachers Coll., Keene					2
Mt. St. Mary Coll., Hooksett			2		2
New England Coll., Henniker			4		4
New Hampshire, Univ. of, Durham		3	31	15	55
Notre Dame de Lourdes Hosp., Manchester			1		1
Plymouth Teachers Coll., Plymouth			1		1
NEW JERSEY	**95**	**27**	**255**	**297**	**583**
Barnet Mem. Hosp., Paterson			2		2
Bloomfield Coll. & Theo. Sem., Bloomfield			3		3
Caldwell Coll. for Women, Caldwell			4		4
Don Bosco Coll., Newton			9		9
Drew Univ., Madison	3	2	6	14	21
Fairleigh Dickinson Univ. (Total)			33	2	37
Madison Campus			3		3
Teaneck Campus			30		31
Rutherford Campus				2	3
Georgian Court Coll., Lakewood			1		1
Jersey City Medical Center, Jersey City				1	1
Jersey City State Coll., Jersey City			2		2
Lutheran Bible Inst., Teaneck			1		1
Monmouth Coll., Long Branch			2		2
Montclair State Coll., Upper Montclair		2	3	2	7
New Brunswick Theo. Sem., New Brunswick				4	6
Newark Beth Israel Hosp., Newark			7	6	13
Newark Coll. of Engineering, Newark	3				
Newark State Coll., Union	1	1			
Paterson State Coll., Paterson		1			
Paterson General Hosp., Paterson			1		1
Princeton Theo. Sem., Princeton	1	1	3	48	52
Princeton Univ., Princeton	15	13	58	140	204
Rider Coll., Trenton			4		4
Rutgers, The State Univ. (Total)	71	6	36	77	124
Coll. of South Jersey, Camden	1				
Rutgers, The State Univ., New Brunswick	70	6	36	77	124
St. Elizabeth, Coll. of, Convent Station			7		8
St. Joseph Hosp., Paterson			1		1
Shelton Coll., Ringwood			6		6
Stevens Inst. of Technology, Hoboken			29		30
Trenton Jr. Coll., Trenton			9		9
Trenton State Coll., Trenton		1	4	1	6
Upsala Coll., East Orange	1		16		16
Villa Walsch Coll., Morristown			2		2
Westminster Choir Coll., Princeton			6	2	11
NEW MEXICO	**6**	**6**	**458**	**46**	**515**
Montezuma Sem., Montezuma			364		364
New Mexico Highlands Univ., Las Vegas		1	6	10	17
New Mexico Inst. of Mining & Technology, Socorro	3	1	13	13	26
New Mexico Military Inst., Roswell			2		2
New Mexico State Univ. of Agriculture, University Park	2		21	9	34
New Mexico, Univ. of, Albuquerque	1	2	43	13	62
New Mexico Western Coll., Silver City				1	1
St. Joseph on the Rio Grande, Coll. of, Albuquerque			3		3
St. Michael's Coll., Santa Fe		2	3		3
Western School for Secretaries, Albuquerque			3		3
NEW YORK	**288**	**237**	**2,134**	**2,938**	**6,069**
Acad. of Advanced Traffic, New York					2
Acad. of Aeronautics Inc., LaGuardia Airport			13		13
Adelphi Coll., Garden City			16	2	18
Albany Business Coll., Albany			1		1
Albany Medical Coll., Albany				2	2
Alfred Univ., Alfred			11	5	18
American Inst. for Psychoanalysis, New York				3	3
Art Students League of New York, New York				1	31
Bank Street Coll., of Education, New York				4	4
Baptist Bible Sem., Inc., Johnson City			5		5
Bard Coll., Annandale-on-Hudson		1	6		8
Bennett Jr. Coll., Millbrook			4		4
Bible Christian Training Inst., Brooklyn			3		3
Biblical Sem. in New York, New York			2	16	18
Briarcliff Coll., Briarcliff Manor			11		11
Brooklyn Coll., Brooklyn		12	20		22
Brooklyn Museum Art School, Brooklyn			1	3	13
Buffalo Bible Inst., Buffalo			4		4
Buffalo, Univ. of, Buffalo			38	29	68
C. W. Post College, Brookville	1	1	3		3
Canisius Coll., Buffalo			2		3
Chiropractic Inst. of New York, New York			6		6
City Coll. of New York, New York	1	8	19	1	20
Claremont Secretarial School, New York			1		1
Clarkson Coll. of Technology, Potsdam	4	1	30		30
Colgate Rochester Divinity School, Rochester	1			3	4
Colgate Univ., Hamilton			4		5
Collegiate Business Inst., New York			8		8
Columbia Univ., (Total)	24	40	204	717	1146
Barnard Coll.	2	3	24		24
Columbia Univ.	20	25	131	521	820
Pharmacy, Coll. of	1				
Teachers Coll.	1	12	49	196	302
Cooper Union, New York			3		3
Cornell Univ., (Total)	80	49	179	469	751
Cornell-New York Medical Coll., New York	41	3		7	7
Cornell-New York Hosp., New York			1		1
Cornell Univ., Ithaca	39	46	178	462	743
Drake Business School Inc., New York			5		5
D'Youville Coll., Buffalo			4		4
Eastman Dental Dispensary School for Dental Hygienists, Rochester				12	13
Eastman School, New York			6		6
Elim Bible Inst., Lima			1		1
Elmira Coll., Elmira	2	2			
Erie County Technical Inst., Buffalo			1		1
Fashion Inst. of Technology, New York			10		11
Finch Coll., New York			12		12
Fordham Univ., New York	6	1	53	78	138
General Theo. Sem., New York	1			4	5
Good Counsel Coll., White Plains			9		9
Guggenheim Dental Clinic, New York				49	49
Hamilton Coll., Clinton			4		6
Hartwick Coll., Oneonta			2		3

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Hobart & William Smith Colleges, Geneva	1		5		6
Hofstra Coll., Hempstead		2	11	1	16
Holy Cross Preparatory Sem., Dunkirk			4		4
Holy Trinity Orthodox Sem., Jourdanville			5		5
Houghton Coll., Houghton			14		14
Hunter Coll., New York		4	25	3	29
International General Electric, New York				17	17
Iona Coll., New Rochelle			5		5
Ithaca Coll., Ithaca		2	13		14
Jewish Hosp. of Brooklyn, Brooklyn			3		3
Julliard School of Music, New York			63	7	83
Katherine Gibbs School, New York			4		4
Kenwood Normal Training School, Albany			7	2	9
Keuka Coll., Keuka Park	1		5		5
Kings Coll., Briarcliff Manor	1		4		5
Ladycliff Coll., Highland Falls			2		2
Latin American Inst., New York			6		6
Le Moyne Coll., Syracuse			4		4
Lincoln Hosp., New York			4	1	5
Lycée Français de New York, New York			12		12
Mandl School, New York			7		7
Manhattan Coll., New York			12		12
Manhattan Medical & Dental Assistants School, New York			16		20
Manhattan School of Music, New York			5	3	8
Manhattanville Coll. of the Sacred Heart, Purchase			16		16
Marian Coll., Poughkeepsie		1	25		25
Marist Fathers Novitiate, Staten Island			6		6
Maryknoll Sem., Maryknoll				1	1
Maryknoll Teachers Coll., Maryknoll					8
Marymont Coll., New York			2		2
Marymount Coll., Tarrytown			10	1	11
Mills Coll. of Education, New York			1		2
Molloy Catholic Coll. for Women, Rockville Center			1		1
Mt. Alvernia Sem., Wappinger Falls				4	4
Mt. St. Alphonsus Sem., Esopus			3	6	10
Mt. St. Joseph Teachers Coll., Buffalo			2		2
Mt. St. Vincent, Coll. of, New York			7		7
Mt. Sinai Hosp., New York					89
National Orchestral Assn., New York			1		5
Nazareth Coll., Rochester		1	2		3
New Rochelle, Coll. of, New Rochelle			7		7
New School for Social Research, New York		1	13	90	104
New York City Community Coll., Brooklyn			8		8
New York Coll. of Music, New York			3		4
New York Inst. of Dietetics, New York			10		10
New York Inst. of Photography, New York			4		6
New York Law School, New York				2	2
New York Phoenix School of Design, New York			5		5
New York School of Interior Design, New York					24
New York Univ., New York	29	16	487	898	1,580
Niagara Univ., Niagara University			21	1	25
Notre Dame Coll., of Staten Island, Staten Island			2		2
Nyack Missionary Coll., Nyack			16	1	17
Orange County Community Coll., Middletown	1	1	1		1
Our Lady of Hope Sem., Newburgh					2
Our Lady of Martye Tertianship, Auriesville				9	9
Pace Coll., New York			6		6
Packer Collegiate Inst., Brooklyn			1		1
Pan American Art School, New York			10	1	13
Parsons School of Design, New York			23	1	24
Polytechnic Inst. of Brooklyn, Brooklyn	3	2	7	37	44
Pratt Inst., Brooklyn	1		38	2	41
Queens Coll., Flushing	1	3			71
Rensselaer Polytechnic Inst., Troy		3	119	85	208
Roberts Wesleyan Coll., North Chili			9		10
Rochester Business Inst., Rochester			2		2
Rochester Inst. of Technology, Rochester	1	1	17	2	20
Rochester, Univ. of, Rochester	27	8	12	71	87
Rockefeller Inst., New York	43			2	2
Rosary Hill Coll., Buffalo			6		6
Russell Sage Coll., Troy			12		12
St. Bonaventure Univ., Bonaventure			15	1	18
St. Francis Coll., Brooklyn			1		1
St. John Fisher Coll., Rochester			1		1
St. John's Atonement Sem., Montour Falls					2
St. John's Episcopal Hosp., Brooklyn			4		4
St. John's Univ., Jamaica			20	5	25
St. Joseph's Apostolic School, Watertown			9		9
St. Joseph's Seraphic Sem., Callicoon			1		1
St. Lawrence Univ., Canton		1	24		26
St. Rose, Coll. of, Albany			9		9
St. Vladimir's Orthodox Theo. Sem., New York				6	6
Sarah Lawrence Coll., Bronxville		2	2	1	5
School of Insurance, New York					9
Siena Coll., of Loudonville			4		4
Skidmore Coll., Saratoga Springs		1	14		20
State Univ. of New York (Total)	50	38	44	53	134
Agricultural & Technical Inst., Alfred			7		7
Agricultural & Technical Inst., Canton			1		1
Agricultural & Technical Inst., Cobleskill			1		1
Agricultural & Technical Inst., Delhi			1		1
Agricultural & Technical Inst., Farmingdale			8		8
Coll. of Education, Albany	1	3	2	5	8
Coll. of Education, Brockport		2			
Coll. of Education, Buffalo		4	2		2
Coll. of Education, Cortland		1		1	3
Coll. of Education, Fredonia	2		2		2
Coll. of Education, Geneseo			2	1	24
Coll. of Education, New Paltz	5	6	4	6	14
Coll. of Education, Oneonta	1	2			
Coll. of Education, Oswego					2
Coll. of Education, Plattsburg		1	4	2	9
Coll. of Education, Potsdam		1	2		2
Coll. of Forestry, Syracuse	7	6	1	30	34
Coll. of Home Economics, Ithaca (Affiliated with Cornell University)	1	4			
Downstate Medical Center, New York	19	1		3	3
Harpur Coll., Endicott		2	6		6
Maritime Coll., Fort Schuyler					
School of Industrial & Labor Relations (Affiliated with Cornell University)		1	1		2
Upstate Medical Center, Syracuse	2	3		5	5
Veterinary Coll., Ithaca (Affiliated with Cornell Univ.)	12	1			

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Staten Island Community Coll., Staten Island	1		1		1
Syracuse Univ., Syracuse	2	15	60	139	271
Union Coll. & Univ., Schenectady	1	4			
Union Theo. Sem., New York	4	2	1	73	81
United States Merchant Marine Acad., Kings Point		3			
United States Military Acad., West Point			13		13
Vassar Coll., Poughkeepsie		9	18	2	20
Wagner Lutheran Coll., Staten Island	1		5		5
Watchtower Bible School, South Lansing					21
Wells Coll., Aurora		2			1
Westchester Community Coll., Valhalla			1		1
Yeshiva Univ., New York			35	12	50
NORTH CAROLINA	**38**	**37**	**328**	**229**	**628**
Agricultural & Technical Coll., Greensboro	1	1	27	2	29
Appalachian State Teachers Coll., Boone	1		1	3	4
Belmont Abbey Coll., Belmont			6		6
Bennett Coll., Greensboro			11		11
Bowman Gray School of Medicine, Winston Salem				8	8
Brevard Coll., Brevard			6		6
Catawba Coll., Salisbury			5		5
Charlotte Coll., Charlotte			2		2
Chowan Coll., Murfreesboro			2		2
Davidson Coll., Davidson			4		12
Duke Univ., Durham	5	17	22	59	87
East Carolina Coll., Greenville		1	4		6
Elon Coll., Elon			5		5
Flora MacDonald Coll., Red Springs			2		2
Gardner Webb Jr., Coll., Inc., Boiling Springs			1		1
Greensboro Coll., Greensboro			3		3
Guilford Coll. (Total)			9		11
Greensboro Campus			1		1
Guilford Campus			8		10
High Point Coll., High Point			4		4
Johnson C. Smith Univ., Charlotte			3	1	4
Lenoir Rhyne Coll., Hickory			2		2
Livingstone Coll., Salisbury			3		3
Mars Hill Coll., Mars Hill			7		7
Meredith Coll., Raleigh			4		4
North Carolina, Univ. of (Total)	31	16	95	152	294
North Carolina, Univ. of, Chapel Hill	18	6	12	73	103
State Coll. of Agriculture & Engineering, Raleigh	12	7	79	79	186
Woman's Coll., Greensboro	1	3	4		5
Pembrooke State Coll., Pembrooke			1		1
Pfeiffer Coll., Misenheimer			3		3
Piedmont Bible Schools, Inc., Winston-Salem			1		1
Presbyterian Jr. Coll. for Men, Maxton			4		4
Queens Coll., Charlotte			2		3
Sacred Heart Jr. Coll., Belmont			18		19
St. Augustine's Coll., Raleigh			1		1
St. Mary's Jr. Coll., Raleigh			1		1
Salem Coll., Winston-Salem			2		4
Shaw Univ., Raleigh			2		2
Southeastern Baptist Theo. Sem., Wake Forest				3	3
Wake Forest Coll., Winston-Salem		1	9		10
Warren Wilson Coll., Swannanoa			44		45
Western Carolina Coll., Cullowhee		1	1	1	2
Wingate Coll., Wingate			11		11
NORTH DAKOTA	**1**		**182**	**27**	**211**
Jamestown Coll., Jamestown			3		3
North Dakota Agricultural Coll., Fargo	1		26	15	42
North Dakota School of Forestry, Bottineau			4		4
North Dakota, Univ. of, Grand Forks			134	12	147
St. Andrew's Hosp., Bottineau			7		7
State Teachers Coll., Dickinson			2		2
State Teachers Coll., Minot			6		6
OHIO	**69**	**83**	**810**	**617**	**1550**
Air Force Inst. of Technology, Wright-Patterson Air Force Base			1	5	6
Akron, Univ. of, Akron	1		13	3	16
Antioch Coll., Yellow Springs	1		11	1	14
Ashland Coll., Ashland			3		3
Baldwin Wallace Coll., Berea		2	15		19
Bluffton Coll., Bluffton			6		6
Bowling Green State Univ., Bowling Green			18	6	25
Capital Univ., Columbus			2	1	3
Carnegie Inst., Cleveland					1
Case Inst. of Technology, Cleveland		5	15	73	89
Central State Coll., Wilberforce			36		37
Cincinnati Bible Sem., Cincinnati			5		5
Coll. Conservatory of Music, Cincinnati			2	1	3
Columbus Art School, Columbus			2		2
Cincinnati, Univ. of, Cincinnati	4	1	36	81	125
Cleveland Inst. of Art, Cleveland			1		2
Cleveland Inst. of Music, Cleveland			1		1
Dayton, Univ. of, (Total)		1	40	1	41
Dayton, Univ. of, Dayton			40	1	41
St. Charles Sem., Carthagena		1			
Defiance Coll., Defiance			5		5
Denison Univ., Granville	1	4	4		4
Fenn Coll., Cleveland			9		10
Findlay Coll., Findlay			6		6
God's Bible School Coll., Cincinnati			6		6
Grailville Inst., Loveland			21		21
Hebrew Union Coll., Cincinnati			2	3	6
Heidelberg Coll., Tiffin			3		3
Hiram Coll., Hiram		2	5		5
Institutum Divi Thomae, Cincinnati				5	5
John Carroll Univ., Cleveland	1		9		9
Kent State Univ., Kent		4	25	5	37
Kenyon Coll., Gambier				1	1
Malone Coll., Cleveland			1		1
Marietta Coll., Marietta			6		7
Mary Manse Coll., Toledo			5		5
Miami Univ., Oxford		2	33	30	78
Miami Valley Hosp., Dayton			1		1
Mt. St. Mary of the West Sem., Cincinnati			9	2	11
Muskingum Coll., New Concord		1	8		9
Notre Dame Coll.,			5		5
Oberlin Coll., Oberlin	2	6	21	12	34
Ohio Northern Univ., Ada			13		13
Ohio State Univ., Columbus	37	29	95	289	431
Ohio Univ., Athens			63	15	88
Ohio Wesleyan Univ., Delaware		2	27		30
Otterbein Coll., Westerville	1		9		9
Our Lady of Cincinnati Coll., Cincinnati			3		3
Rio Grande Coll., Rio Grande			8		8
St. Luke's Hosp., Cleveland				1	1
St. Mary's Sem., Cleveland				2	2
St. Stanislaus Sem., Cleveland				7	9
S. S. Peter and Paul Mission Sem., Newark				2	2
Steubenville, Coll. of, Steubenville			2		2
Toledo, Univ. of, Toledo			53	3	61
United Theo. Sem., Dayton				2	2
Urbana Univ. Jr. Coll., Urbana			1		1
Ursuline Coll., Cleveland			1		1
Western Coll. for Women, Oxford	2	2	38	1	39
Western Reserve Univ., Cleveland	18	14	22	58	84
Wilberforce Univ., Wilberforce			17		17
Wilmington Coll., Wilmington			21		21
Wittenberg Univ., Springfield		1	1	1	8
Wooster, Coll. of, Wooster	1	7	12		12
Xavier Univ., Cincinnati			8	5	13
Youngstown Univ., Youngstown			25	1	26

	Faculty Members Foreign	Faculty Members U.S.	Students U	Students G	Students T
OKLAHOMA	**3**	**8**	**489**	**173**	**717**
Benedictine Heights Coll., Tulsa			5		5
Bethany Nazarene Coll., Bethany			3		3
Cameron State Agricultural Coll., Lawton			12		12
Central State Coll., Edmond			15		15
East Central State Coll., Ada			8		8
Eastern Oklahoma A. & M. Coll., Wilburton			36	1	37
Langston Univ., Langston			2		2
Northeastern Oklahoma A. & M. Coll., Miami			52		52
Northern Oklahoma Jr. Coll., Tonkawa			5		6
Oklahoma Baptist Univ., Shawnee			28		29
Oklahoma City Univ., Oklahoma City	1	1	50		52
Oklahoma Coll. for Women, Chickasha			3		3
Oklahoma State Univ., Stillwater			143	123	304
Oklahoma, Univ. of (Total)	1	5	88	46	146
Norman Campus	1	5	87	40	139
Oklahoma City Campus			1	6	7
Panhandle A. & M. Coll., Goodwell			2		3
Phillips Univ., Enid	1	1	14	3	17
St. Gregory's Coll., Shawnee			8		8
Southeastern State Coll., Durant		1	11		11
Southwestern State Coll., Weatherford			3		3
Tulsa Business Coll., Tulsa			1		1
OREGON	**16**	**29**	**321**	**223**	**638**
Cascade Coll., Portland			12		12
Concordia Coll., Portland			1		1
Conquerors Bible Coll., Portland			2	1	3
Eastern Oregon Coll., Le Grande			5		5
George Fox Coll., Newberg			4	1	5
Lewis & Clark Coll., Portland			8		11
Linfield Coll., McMinnville			7		7
Marylhurst Coll., Marylhurst			8		8
Multnomah Coll., Portland			3	1	4
Multnomah School of the Bible, Portland			7	1	8
Northwest Christian Coll., Eugene			5		5
Oregon State Coll., Corvallis	9	7	106	91	258
Oregon Technical Inst., Oretech			5		5
Oregon, Univ. of (Total)	5	12	76	110	215
Eugene Campus	5	12	76	104	208
Medical School Hosp., Portland				6	6
Portland Campus					1
Pacific Univ., Forest Grove			9	4	14
Portland Museum Art School, Portland			1		1
Portland Sanitorium, Portland (Affiliated with Walla Walla Coll., Walla Walla, Wash.)			19	1	20
Portland State Coll., Portland	1	6			
Portland, Univ. of, Portland			19	5	24
Reed Coll., Portland	1	3	5	1	6
Wagner Pacific Coll., Portland			8	1	9
Southern Oregon Coll., Ashland			7		7
Western Conservative Baptist Theo. Sem., Portland				3	3
Western Evangelical Sem., Portland				3	3
Willamette Univ., Salem		1	4		4
PENNSYLVANIA	**209**	**99**	**690**	**895**	**1,734**
Acad. of the New Church, Bryn Athyn			14	2	17
Acad. of Vocal Arts, Philadelphia					4
Albert Einstein Medical Center, Philadelphia			1		1
Albright Coll., Reading		1			
Allegheny Coll., Meadville		1	4		10
Alliance Coll., Cambridge Springs			2		2
Baptist Inst. for Christian Workers, Bryn Mawr				2	2
Beaver Coll., Jenkintown			5		5
Bryn Mawr Coll., Bryn Mawr	2	6	11	26	45
Bucknell Univ., Lewisburg	2	2	14	8	26
Carnegie Inst. of Technology, Pittsburgh	14	3	26	75	104
Chatham Coll., Pittsburgh			4		4
Chestnut Hill Coll., Philadelphia			4		4
Crozer Theo. Sem., Chester				4	4
Curtis Inst. of Music, Philadelphia			12	1	13
Dickinson Coll., Carlisle		3	10		11
Drexel Inst. of Technology, Philadelphia			34	23	58
Dropsie Coll., Philadelphia				12	12
Duquesne Univ., Pittsburgh			13	15	29
Eastern Baptist Coll., St. Davids			2		2
Eastern Baptist Theo. Sem., Philadelphia				7	7
Eastern Bible Inst., Green Lake			3		3
Eastern Pilgrim Coll., Allentown			5		5
Elizabethtown Coll., Elizabethtown		1	2		3
Faith Theo. Sem., Philadelphia			1	8	9
Franklin & Marshall Coll., Lancaster		4	6		6
Gannon Coll., Erie			2		2
Geneva Coll., Beaver Falls			4		4
Germantown Dispensary & Hosp., Philadelphia				2	2
Gettysburg Coll., Gettysburg		1	6		6
Grove City Coll., Grove City			5		6
Gwynedd-Mercy Jr. Coll., Gwynedd Valley			3		3
Hahnemann Medical Coll. & Hosp., Philadelphia				4	4
Harcum Jr. Coll., Bryn Mawr			8		8
Haverford Coll., Haverford	1	1	3		6
Holy Family Coll., Philadelphia			2		3
Immaculata Coll., Immaculata			6		6
Jefferson Medical Coll. & Hosp., Philadelphia	1			1	1
Juniata Coll., Huntingdon			3		3
Keystone Jr. Coll., La Plume			1		1
Kilroe Sem. of The Sacred Heart, Honesdale			3		3
Kings Coll., Wilkes-Barre			2		2
Lafayette Coll., Easton	2		14		16
Lancaster Theo. Sem., Lancaster				3	3
La Salle Coll., Philadelphia			10		10
Lebanon Valley Coll., Annville			2		2
Lehigh Univ., Bethlehem	1		18	61	79
Lincoln Univ., Lincoln			43		44
Lutheran Theo. Sem., Gettysburg					1
Lutheran Theo. Sem., Philadelphia				4	4
Lycoming Coll., Williamsport			4		4
Manor Coll., Philadelphia			2		2
Mary Immaculate Sem., Northampton				7	7
Mercyhurst Coll., Erie			3		3
Messiah Bible Coll., Grantham			8		8
Misericordia Coll., Dallas			16		17
Moore Inst. of Art, Science & Industry, Philadelphia			5		5
Moravian Coll., Bethlehem			5	1	6
Mt. Aloysius Jr. Coll., Cresson			5		7
Mt. Mercy Coll., Pittsburgh			4		4
National Agricultural Coll., Doylestown			7		7
Pennsylvania Acad. of Fine Arts, Philadelphia			1	2	4
Pennsylvania Military Coll., Chester			18		19
Pennsylvania State Univ., the, University Park	28	17	19	126	171
Pennsylvania State Coll. of Optometry, Philadelphia				2	2
Pennsylvania, Univ. of (Total)	99	15	58	284	361
Graduate Hosp., Philadelphia			1		1
Pennsylvania, Univ. of, Philadelphia	99	15	57	284	360
Philadelphia Bible Inst., Philadelphia			5	2	11
Philadelphia Coll. of Pharmacy, Philadelphia			9	12	21
Philadelphia Conservatory of Music, Philadelphia			1	2	3

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Philadelphia Lutheran Deaconess School, Gladwyne			1	1	2
Philadelphia Museum School of Art, Philadelphia			5		6
Philadelphia Textile Inst., Philadelphia			46	2	50
Pittsburgh, Univ. of (Total)	45	33	42	82	159
Johnstown Jr. Coll., Johnstown			1		1
Pittsburgh, Univ. of, Pitsburgh	45	33	41	82	158
Pittsburgh Xenia Theo. Sem., Pittsburgh				1	1
Reformed Presbyterian Theo. Sem., Pittsburgh				1	1
Rosemont Coll., Rosemont	3		2		2
St. Agnes Hosp., Philadelphia			1		1
St. Francis Coll., Loretto			5		5
St. Joseph's Coll., Philadelphia			3		3
St. Paul's Monastery School, Pittsburgh			2		2
St. Vincent Coll., Latrobe			1		1
Scranton, Univ. of, Scranton			1		1
Seton Hill Coll., Greensburg					1
Spring Garden Inst.,Philadelphia			1		3
State Teachers Coll., Indiana			5		5
State Teachers Coll., Lock Haven		1	1		1
Susquehanna Univ., Selinsgrove			3		3
Swarthmore Coll., Swarthmore	4	6	12		16
Temple Univ., Philadelphia		1	22	44	74
Thiel Coll., Greenville	1		2		2
Ursinus Coll., Collegeville			1		2
Villa Maria Coll., Erie			4		4
Villanova Univ., Villanova	4		30	1	32
Washington & Jefferson Coll., Washington		1	6		6
Waynesburg Coll., Waynesburg			2		2
Western Theo. Sem., Pittsburgh		1		2	2
Westinghouse Grad. Training School, Pittsburgh				6	6
Westminster Coll., New Wilmington			1		1
Westminster Theo. Sem., Chestnut Hill		1		14	15
Wilkes Coll., Wilkes-Barre			6		6
Wills Eye Hosp., Philadelphia				40	40
Wilson Coll., Chambersburg	2		5	1	6
Women's Medical Coll. of Pennsylvania, Philadelphia				4	4
York Coll., York			2		2
RHODE ISLAND	**29**	**14**	**84**	**101**	**191**
Brown Univ., Providence	28	12	24	84	109
Bryant Coll., Providence			9		9
Providence Barrington Bible Coll., Providence			13		14
Providence Coll., Providence			4		4
Rhode Island Coll. of Education, Providence			1		3
Rhode Island School of Design, Providence	1		8	2	11
Rhode Island, Univ. of, Kingston		2	10	15	26
Zion Bible Inst., East Providence			15		15
SOUTH CAROLINA	**11**		**142**	**35**	**185**
Bob Jones Univ., Greenville			46	3	50
Citadel, The (Military Coll. of South Carolina) Charleston			6		6
Clemson Coll., Clemson			34	2	38
Coker Coll., Hartsville			1		1
Columbia Bible Coll., Columbia			14	4	18
Converse Coll., Spartanburg	1		1		1
Furman Univ., Greenville	1		4		5
Holmes Bible Coll., Greenville			6		8
Presbyterian Coll., Clinton			2		2
South Carolina, Univ. of, Columbia	9		20	25	46
Spartanburg Coll., Spartanburg			1		1
Winthrop Coll., Rock Hill			6	1	8
Wofford Coll., Spartanburg			1		1
SOUTH DAKOTA	**8**	**1**	**73**	**35**	**113**
Augustana Coll., Sioux Falls			7		8
Black Hills Teachers Coll., Spearfish			4		4
Huron Coll., Huron			1		1
Mt. Marty Coll., Yankton			7		7
North American Baptist Sem., Sioux Falls			1	6	7
Northern State Teachers Coll., Aberdeen			1		1
South Dakota School of Mines, Rapid City			7		7
South Dakota State Coll. of A. & M., Brookings	7		38	20	62
Southern State Teachers Coll., Springfield		1			
State Univ. of South Dakota, Vermillion	1		2	8	10
Yankton Coll., Yankton			5	1	6
TENNESSEE	**9**	**40**	**252**	**140**	**450**
American Baptist Theo. Sem., Nashville			5	1	6
Austin Peay State Coll., Nashville		1	5		5
Belmont Coll., Nashville			5		5
Bethel Coll., McKenzie			3		3
Carson Newman Coll., Jefferson City		2	1		1
Chattanooga, Univ. of, Chattanooga			8		8
Christian Brothers Coll., Memphis			6		6
Cumberland Univ., Lebanon			2		2
David Lipscomb Coll., Nashville			5		5
East Tennessee State Coll., Johnson			9	2	12
Fisk Univ., Nashville			19	1	20
Freed Hardeman Coll., Henderson			5	1	6
George Peabody Coll. for Teachers, Nashville			13	50	96
Harding Coll., Memphis				3	3
Hiwasee Coll., Madisonville			6		6
Johnson Bible Coll., Kimberlin Heights			1		1
King Coll., Bristol			9		9
Knoxville Coll., Knoxville	1	1	1		1
Lambuth Coll., Jackson			2		2
Lane Coll., Jackson			1		1
Lee Coll., Cleveland			3	1	4
Madison Coll., Madison College			30	2	32
Maryville Coll., Maryville			12		12
Meharry Medical Coll., Nashville				13	13
Memphis State Univ., Memphis			3		3
Middle Tennessee State Coll., Murfreesboro			6		6
Milligan Coll., Milligan College			2		4
Nashville Auto Diesel Coll., Nashville			6	1	7
Scarritt Coll. for Christian Workers, Nashville			5	6	14
Siena Coll., Memphis			3		5
South, Univ. of the, Sewanee	1		3		3
Southern Missionary Coll., Collegedale			7		7
Southwestern at Memphis, Memphis	1	1	7	1	8
Tennessee A. & I. Univ., Nashville		3	5	1	6
Tennessee Polytechnic Inst., Cookeville			15		16
Tennessee, Univ. of (Total)	3	25	10	7	19
Knoxville Campus	3	25	6	3	10
Martin Campus			2		2
Memphis Campus			2	2	5
Nashville Campus				2	2
Tusculum Coll., Greenville			10	1	11
Union Univ., Jackson	1		3		3
Vanderbilt Univ., Nashville	2	7	11	49	74
William Jennings Bryan Univ., Dayton			5		5
TEXAS	**45**	**49**	**1,118**	**330**	**1,574**
Abilene Christian Coll., Abilene			26	2	32
Amarillo Coll., Amarillo			3		3
Arlington State Univ., Arlington	2	1			
Austin Coll., Sherman		1	7		7

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Austin Presbyterian Theo. Sem., Austin	1	1			5
Baylor Univ. (Total)	1	3	32	25	58
Houston Campus				4	5
Waco Campus	1	3	32	21	53
Bishop Coll., Marshall	2		2		2
Corpus Christi, Univ. of, Corpus Christi			6		6
Dallas Bible Inst., Dallas			7		8
Dallas Theo. Sem. & Graduate School of Theo., Dallas			6	7	13
Dallas, Univ. of, Dallas			6		6
De Mazenod Scholasticate, San Antonio			3	3	6
East Texas Baptist Coll., Marshall			10		10
East Texas State Coll., Commerce	1		5		6
Episcopal Theo. Sem. of the Southwest, Austin		1	1	2	3
Hardin Simmons Univ., Abilene		3	12		12
Howard Payne Coll., Brownwood			12		12
Houston, Univ. of, Houston	6	2			
Houston Tillotson Coll., Austin			3		7
Incarnate Word Coll., San Antonio			23		23
Jacksonville Coll., Jacksonville			1		1
Jarvis Christian Coll., Hawkins	2		2		2
Lamar State Coll. of Technology, Beaumont			45		47
Letourneau Technical Inst. of Texas, Longview			25		25
Lon Morris Coll., Jacksonville			3		3
Lutheran Concordia Coll., Austin			1		1
Mary Allen Coll., Crockett			1		1
Mary Hardin-Baylor Coll., Belton			24		26
McMurry Coll., Abilene			9	1	10
Methodist Hosp., Dallas			1		1
Midwestern Univ., Wichita Falls			5		8
Navarro Jr. Coll., Corsicana		1			
North Texas State Coll., Denton			11	2	13
Our Lady of the Lake Coll., San Antonio			13	2	16
Pan American Coll., Edinburg			7		7
Paris Jr. Coll., Paris			9		9
Port Arthur Coll., Port Arthur					4
Ranger Jr. Coll., Ranger			1		1
Rice Inst., Houston	12	3	5	13	19
Roger Bacon Coll., El Paso			28		28
Sacred Heart Dominican Coll., Houston			3		3
St. Edward's Univ., Austin			19		19
St. Mary's Univ., San Antonio	1		13	1	14
St. Thomas, Univ. of, Houston			7		7
Sam Houston State Teachers Coll., Huntsville			20	1	24
San Angelo Coll., San Angelo			2		2
Schreiner Inst., Kerrville			9		9
Southern Methodist Univ., Dallas			43	46	95
Southwestern Baptist Theo. Sem., Fort Worth			3	6	10
Southwestern Bible Inst., Waxahachie			2	1	3
Southwestern Jr. Coll., Keene			3		3
Southwestern Univ., Georgetown			11		11
Steven F. Austin State Coll., Nacogdoches			2		2
Sul Ross State Coll., Alpine		1	1	2	3
Temple Jr. Coll., Temple			2		2
Texas A. & M. Coll. System (Total)		17	151	37	241
A. & M. Coll. of Texas, College Station		12	103	37	191
Arlington State Coll., Arlington			21		22
Prairie View A. & M. Coll., Prairie View		5	8		9
Tarleton State Coll., Stephenville			19		19
Texas Christian Univ., Fort Worth			24	10	34
Texas Coll. of Arts and Industries, Kingsville		1	35	2	37
Texas Lutheran Coll., Seguin			1		1
Texas Southern Univ., Houston	3		5		5
Texas Southmost Coll., Brownsville			4		4
Texas Women s Univ., Denton			14	12	26
Texas Technological Coll., Lubbock	7	2	33	5	40
Texas, Univ. of (Total)	6	12	305	150	487
Austin Campus	5	12	282	148	461
Houston Campus				2	2
Texas Western Coll., El Paso	1		23		24
Texas Wesleyan Coll., Fort Worth			5		5
Trinity Univ., San Antonio	1		16		16
Tyler Jr. Coll., Tyler			8		8
Victoria Coll., Victoria			1		1
Wayland Baptist Coll., Plainview			17		17
West Texas State Coll., Canyon			2		2
Wharton County Jr. Coll., Wharton			2		2
UTAH	**36**	**19**	**571**	**140**	**741**
Brigham Young Univ., Provo			301	38	344
Carbon Coll., Price			2		2
L. D. S. Business Coll., Salt Lake City			3		3
Utah State Univ. (Total)	1	14	171	40	221
Snow Coll., Ephraim			2		2
Southern Utah, Coll. of, Cedar City		1	5		5
Utah State Univ., Logan	1	13	164	40	214
Utah, Univ. of, Salt Lake City	34	5	64	62	140
Weber Coll., Ogden			23		23
Westminster Coll., Salt Lake City	1		7		8
VERMONT	**14**	**6**	**56**	**13**	**136**
Bennington Coll., Bennington			2		2
Champlain Coll. of Commerce, Burlington			4		4
Goddard Coll., Plainfield		1	1		1
Holy Cross Novitiate, Bennington					8
Marlboro Coll., Marlboro			1		1
Middlebury Coll., Middlebury	1	3	15		16
Norwich Univ., Northfield			1		1
Putney Graduate School of Teacher Education, Putney				2	2
St. Michael's Coll., Winooski			2		57
State Teachers Coll., Johnson	1		4		4
Trinity Coll., Burlington			7		7
Vermont Jr. Coll., Montpelier			1		1
Vermont, Univ. of, & State Agricultural Coll., Burlington	12	2	12	11	26
Windham Coll., Putney			6		6
VIRGINIA	**18**	**19**	**155**	**108**	**275**
Averett Coll., Danville			1		1
Bridgewater Coll., Bridgewater			2		2
Eastern Mennonite Coll., Harrisonburg			19		19
Emory and Henry Coll., Emory			3		3
Hampton Inst., Hampton	3	3	12		12
Hollins Coll., Hollins College	7	1	4		5
Judge Advocate General's School, Charlottesville				1	1
Longwood Coll., Farmville	2				2
Lynchburg Coll., Lynchburg			3		3
Madison Coll., Harrisonburg	1		4		5
Marion Coll., Marion			2		2
Mary Baldwin Coll., Staunton			2		2
Marymount Jr. Coll., Arlington			1		1
Medical Coll. of Virginia, Richmond	1	1		4	4
National Business Coll., Roanoke			1		1
Presbyterian School of Christian Education, The, Richmond				8	8
Protestant Episcopal Theo. Sem., in Virginia, Alexandria		3		2	3
Randolph-Macon Coll., Ashland		2	6		6
Randolph-Macon Woman's Coll., Lynchburg			2		4
Richmond, Univ. of (Total)			13		14
Richmond Coll., Richmond			5		5
Westhampton Coll., Westhampton			8		9
Roanoke Coll., Salem			5		5
St. Paul's Coll., Lawrenceville			1		1
Shenandoah Coll. and Conservatory of Music, Dayton			3		3

	FACULTY MEMBERS Foreign	FACULTY MEMBERS U.S.	STUDENTS U	STUDENTS G	STUDENTS T
Southern Sem. & Jr. Coll., Buena Vista			2		2
Stratford Coll., Danville			2		2
Sullins Coll., Bristol			1		1
Sweet Briar Coll., Sweet Briar	1	1	7		7
Union Theo. Sem., Richmond	1			6	6
Virginia Intermont Coll., Bristol			4		4
Virginia Military Inst., Lexington			2		2
Virginia Polytechnic Inst., Blacksburg			33	55	92
Virginia State Coll., Petersburg		4			
Virginia, Univ. of (Total)	2	4	12	31	43
Mary Washington Coll., Fredericksburg			5		5
Virginia, Univ. of, Charlottesville	2	4	7	31	38
Washington and Lee Univ., Lexington			4		4
William and Mary, Coll. of, Williamsburg			4	1	5
WASHINGTON	**48**	**36**	**651**	**318**	**1,031**
Auerwald's Accounting & Secretarial School, Seattle			2		2
Centralia Jr. Coll., Centralia	2		2		2
Clark Coll., Vancouver			1		1
Cornish School of Art, Seattle					1
Deaconess Hosp., Spokane			1		1
Eastern Washington Coll. of Education, Cheney	1	3	11	1	12
Everett Jr. Coll., Everett	1				
Gonzaga Univ., Spokane			48	1	51
Grays Harbor Coll., Aberdeen			4		4
Holy Names Coll., Spokane	1		5		5
Lower Columbia Jr. Coll., Long View			1		1
Lutheran Bible Inst., Seattle			2		2
Northwest Bible Coll., Seattle			3	1	5
Pacific Lutheran Coll., Tacoma		1	22		24
Puget Sound, Coll. of, Tacoma			7		7
Sacred Heart Hosp., Spokane			3		3
St. Joseph's Hosp., Bellingham			1		1
St. Joseph's Hosp., Tacoma			1		1
St. Martin's Coll., Olympia			7		7
Seattle Pacific Coll., Seattle			69	2	78
Seattle Univ., Seattle			55	1	56
Skagit Valley Coll., Mt. Vernon			2		2
Tacoma General Hosp., Tacoma			1		1
Walla Walla Coll., College Place			70	6	76
Washington State Univ., Pullman	12	8	93	42	150
Washington, Univ. of, Seattle	31	24	170	260	461
Western Washington Coll. of Education, Bellingham			47	4	54
Whitman Coll., Walla Walla			5		5
Whitworth Coll., Spokane			12		12
Yakima Valley Jr. Coll., Yakima			6		6
WEST VIRGINIA	**3**	**1**	**72**	**33**	**118**
Alderson Broaddus Coll., Philippi	2		2		2
Bluefield State Coll., Bluefield			4		4
Concord Coll., Athens			5		5
Davis & Elkins Coll., Elkins			8		9
Fairmont State Coll., Fairmont			1		1
Greenbrier Coll., Lewisburg	1		1		1
Marshall Coll., Huntington			6	2	8
Morris Harvey Coll., Charleston			5		5
Potomac State Coll., Keyser			1		1
St. Mary's School of Nursing, Huntington			7		7
Salem Coll., Salem			3		3
Shepherd Coll., Shepherdstown			4		4
West Liberty State Coll., West Liberty			4		4
West Virginia Inst. of Technology, Montgomery			6		7
West Virginia State Coll., Institute			5	1	6
West Virginia Univ., Morgantown		1	10	30	51
WISCONSIN	**130**	**38**	**412**	**639**	**1,199**
Allis Chalmers Manufacturing Co., Milwaukee					1
Alverno Coll., Milwaukee	1		5		5
Beloit Coll., Beloit		1	13		14
Cardinal Stritch Coll., Milwaukee			1		1
Concordia Coll., Milwaukee			1		1
Dominican Coll., Racine			2		3
Edgewood Coll. of the Sacred Heart, Madison			2		2
Evangelical Lutheran Theo. Sem., Theinville				3	3
Immaculate Conception Sem., Oconomowoc					9
Inst. of Paper Chemistry, Appleton	2			3	3
Lakeland Coll., Sheboygan			2		3
Lawrence Coll., Appleton	1		4		8
Manitowac County Teachers Coll., Manitowac			1		1
Marian Coll., Fond Du Lac			3		3
Marquette Univ., Milwaukee		1	56	66	123
Milton Coll., Milton			7		7
Milwaukee-Downer Coll., Milwaukee			2		2
Milwaukee Inst. of Technology, Milwaukee			23	1	26
Milwaukee School of Engineering, Milwaukee			39	2	44
Mt. Mary Coll., Milwaukee			5		5
New Tribes Inst., Fredonia			3		3
Northland Coll., Ashland			1		2
Northwestern Coll., Watertown			2		2
Ripon Coll., Ripon			7		7
Sacred Heart Monastery, Hales Corner			1		1
St. Norbert Coll., West De Pere		1	3		3
Stout State Coll., Menomonie		2	8		28
Viterbo Coll., La Crosse			2		4
Wisconsin State Coll., Eau Claire			3		3
Wisconsin State Coll., La Crosse			5	1	9
Wisconsin State Coll., Oshkosh			6	1	7
Wisconsin State Coll., Platteville			15		16
Wisconsin State Coll., River Falls			18		19
Wisconsin State Coll., Stevens Point			18		20
Wisconsin State Coll., Superior			3		3
Wisconsin State Coll., Whitewater			1		2
Wisconsin, Univ. of (Total)	121	33	150	562	806
Madison Campus	121	33	140	561	790
Milwaukee Campus			10	1	16
Yerkes Observatory, Williams Bay (Affiliated with the University of Chicago)	5				
WYOMING		**8**	**38**	**11**	**63**
Wyoming, Univ. of, Laramie		8	38	11	63
CANAL ZONE			**17**		**17**
Canal Zone Jr. Coll., Balboa Heights			17		17
PUERTO RICO	**29**	**4**	**87**	**20**	**156**
Catholic Univ. of Puerto Rico, Ponce	1		1	1	10
Inter-American Univ. of Puerto Rico, San German	2		13	1	17
Puerto Rico Jr. Coll., Rio Piedras			1		1
Puerto Rico, Univ. of (Total)	26	4	66	18	122
Mayaguez Campus	8				
Rio Piedras Campus	1	1			
San Juan Campus	17	3	66	18	122
Sacred Heart, Coll., of The, Santurce			6		6

TABLE VII

FOREIGN INSTITUTIONS REPORTING U. S. STUDENTS, 1958-1959

Total ..... **13,651 U. S. Students**

ARGENTINA **8**
National University of Buenos Aires 8

AUSTRALIA **60**
Australian National University, Canberra 5
Canberra University College 2
Conservatorium of Music, Sydney 1
University of Adelaide 4
University of Melbourne 14
University of New South Wales, Sydney 2
University of Queensland, St. Lucia 4
University of Sydney 26
University of Tasmania, Hobart 2

AUSTRIA **765**
Academy of Applied Arts, Vienna 6
Academy of Fine Arts, Vienna 13
Academy of Music and Dramatic Arts, Vienna 72
Academy of Music and Performing Arts, "Mozarteum," Salzburg 110
Institute of International Trade and Commerce, Vienna .. 5
Institute of Technology, Graz 9
Institute of Technology, Vienna 4
Institute of Veterinary Medicine, Vienna 3
University of Graz 13
University of Innsbruck 135
University of Vienna 177
Vienna Academy of Medicine, Vienna 218

BELGIUM **324**
Catholic University of Louvain 235
College of Europe, Bruges 4
Institute of Tropical Medicine, Antwerp 14
Royal Academy of Fine Arts, Antwerp 3
Royal Conservatory of Music, Brussels 5
University of Brussels 44
University of Ghent 10
University of Liège 9

BURMA **3**
University of Rangoon 3

CANADA **1,681**
Acadia University, Wolfville, Nova Scotia 24
Assumption University of Windsor, Ontario 85
Bishop's University, Lennoxville, Quebec 6
Carleton University, Ottawa, Ontario 1
College of Montreal, Quebec 2
Dalhousie University, Halifax, Nova Scotia 37
Laval University, Quebec 41
Loyola College, Montreal, Quebec 19
McGill University, Montreal, Quebec 388
McMaster University, Hamilton, Ontario 2
Mount Allison University, Sackville, New Brunswick ... 11
Mount St. Vincent's College, Halifax, Nova Scotia 83
Nova Scotia Technical College, Halifax, Nova Scotia ... 2
Pontifical Institute of Mediaeval Studies, Toronto, Ontario 4
Queen's University, Kingston, Ontario 29
St. Anne's College, Church Point, Nova Scotia 4
St. Dunstan's University, Charlottetown, Prince Edward Island 8
St. Francis Xavier University, Antigonish, Nova Scotia .. 122
St. Joseph's University, Moncton, New Brunswick 4
St. Mary's University, Halifax, Nova Scotia 9
St. Peter's Seminary, London, Ontario 2
Seminary of Joliette, Quebec 8
Seminary of St. Charles Borromée, Sherbrooke, Quebec .. 11
Seminary of St. Hyacinthe, Quebec 14
Sir George Williams College, Montreal, Quebec 5
University of Alberta, Edmonton 17
University of British Columbia, Vancouver 115
University of Manitoba, Winnipeg 16
University of Montreal, Quebec 57
University of New Brunswick, Fredericton 16
University of Ottawa, Ontario 250
- Notre Dame College, Wilcox 6
- Saint Jerome's College, Kitchener 126
- Saint Patrick's College, Ottawa 5
- University of Ottawa 113

University of Saskatchewan, Saskatoon 11
- St. Thomas More College, Saskatoon, Saskatchewan 1
- University of Saskatchewan 10

University of Toronto 256
- Ontario Veterinary College, Guelph 7
- University of Toronto 249

University of Western Ontario, London 22

CHILE **24**
Catholic University of Chile, Santiago 19
University of Chile, Santiago 5

COLOMBIA **8**
National University of Colombia, Bogotá 4
University of the Andes, Bogotá 4

COSTA RICA **9**
Inter-American Institute of Agricultural Sciences, Turrialba 1
University of Costa Rica, San Pedro 8

CUBA **9**
Catholic University of St. Thomas de Villanueva, Mariano 8
Havana Business University 1

DENMARK **54**
Carlsberg Laboratory, Copenhagen 5
Copenhagen Graduate Business School 1
International People's College, Elsinore 15
Magleaas Folk School, Birkerod 1
Royal Danish Academy of Music, Copenhagen 1
Royal Academy of Fine Arts, Copenhagen 10
Royal Danish School of Pharmacy, Copenhagen 1
Technical Society Schools, Copenhagen 1
Technical University of Denmark, Copenhagen 1
University of Copenhagen 18

DOMINICAN REPUBLIC **16**

University of Santo Domingo, Ciudad Trujillo 16

EGYPT (UNITED ARAB REPUBLIC) **5**

American University, Cairo 3
Cairo University 1
University of Heliopolis, Cairo 1

ETHIOPIA **2**

University College of Addis Ababa 2

FINLAND **17**

Abo Academy, Turku 1
School of Industrial Arts, Helsinki 3
Sibelius Academy of Music, Helsinki 1
University of Helsinki 10
Viittakivi International College, Hauho 2

FRANCE **1,832**

Academy Maurice Testard, Paris 3
Academie de la Grande Chaumiere, Paris 5
Catholic Faculties of Lyon 1
Catholic University of the West, Angers 1
Faculty of Protestant Theology, Montpellier 2
Faculty of Protestant Theology, Paris 1
National School of Living Oriental Languages, Paris 20
National Veterinary School, Alfort 1
National Veterinary School, Lyon 1
School of the Fashion Industry, Paris 8
School of Higher Social Studies, Paris 8
School of the Louvre, Paris 169
University of Aix-Marseille 16
University of Besançon 38
University of Bordeaux 24
University of Caen 12
University of Dijon 4
University of Grenoble 159
University of Lille 6
University of Lyon 18
University of Montpellier 41
University of Nancy 21
University of Paris 1,202
- Higher Normal School 2
- Institut Britannique 168
- Institute of Political Studies 135
- Institute of Latin American Studies 2
- University of Paris 895

University of Poitiers 12
University of Rennes 7
University of Strasbourg 32
University of Toulouse 20

GERMANY **1,349**

Academy of Fine Arts, Berlin 7
Academy of Fine Arts, Munich 19
Academy of Fine Arts, Nuremberg 2
Academy of Music, Berlin 13
Baden Institute of Music, Karlsruhe 10
Christian Albrecht University, Kiel 8
Faculty of Theology, Trier 3
Free University of Berlin 88
Erlangen University 20
Friedrich Wilhelm University, Bonn 50
George August University, Gottingen 48
College of Social Sciences, Wilhelmshaven 1
Institute of Technology, Braunschweig 2
Institute of Technology, Darmstadt 18
Institute of Technology, Karlsruhe 3
Institute of Technology, Munich 14
Institute of Technology, Stuttgart 5
Institute of Veterinary Medicine, Hanover 2
Johannes Gutenberg University, Mainz 87
Julius Maximilian University, Wurzburg 17
Municipal Academy of Music and Dramatic Arts, Mannheim 2
Northwest German Music Academy, Detmold 5
Phillips University, Marburg 14
Rhenish-Westphalian Institute of Technology, Aachen 5
Ruprecht Karl University, Heidelberg 248
School of Sports, Cologne 3
State Academy of Fine Arts, Dusseldorf 3
State Academy of Fine Arts, Hamburg 3
State Academy of Fine Arts, Stuttgart 1
State Academy of Music, Frankfurt 5
State Academy of Music, Freiburg 9
State Academy of Music, Hamburg 7
State Academy of Music, Munich 27
State Academy of Music, Saarbrucken 1
State Academy of Music, Stuttgart 25
State Institute of Economics, Mannheim 2
University of Cologne 34
University of Frankfurt 91
University of Freiburg 46
University of Hamburg 27
University of Munich 289
University of the Saar, Saarbrucken 6
University of Technology, Berlin 10
University of Tuebingen 50
Westphalian State University, Munster 19

GREECE **65**

American School of Classical Studies, Athens 11
National and Capodistrian University of Athens 54

GUATEMALA **3**

University of San Carlos, Guatemala City 3

HAITI **2**

University of Haiti, Port-au-Prince 2

HONG KONG **5**

University of Hong Kong 5

ICELAND **2**

University of Iceland, Reykjavik 2

INDIA **16**

Agra University, Agra 1
- Balwant Rajput College, Agra 1

University of Bombay 1
University of Calcutta 8
University of Delhi 4
University of Mysore 1
University of Saugor 1

IRAN **2**

University of Teheran 2

IRELAND **95**

Dublin Institute for Advanced Studies 2
National University of Ireland 51
- St. Patrick's College, Maynooth 2
- University College, Cork 7
- University College, Dublin 28
- University College, Galway 14

Royal College of Surgeons, Dublin 4
University of Dublin, Trinity College 38

ISRAEL **192**

Bar-Ilan University, Ramat Gan 41
Hebrew University, Jerusalem 122
Hebron Yeshiva Knesset Israel Rabbinical College, Jerusalem 2
Israel Institute of Technology, Haifa 7
Rubin Academy of Music, Jerusalem 12
Weizmann Institute of Science, Rehovoth 8

ITALY **933**

Academy Albertina, Turin 1
Academy of Fine Arts, Rome 21
American Academy in Rome 24
V. Bellini Conservatory of Music, Palermo 1
L. Bocconi University of Commerce, Milan 3
Cherubini Conservatory of Music, Florence 2
Experimental Center for Cinematography, Rome 3
International College of Carmelites, Rome 5
Higher Institute of Health, Rome 1
Higher Normal School, Pisa 1
Italian University for Foreigners, Perugia 301*
B. Marcello Conservatory of Music, Venice 3
C. Monteverdi State Conservatory of Music, Bolzano 1
Naples Zoological Station 3
National Academy of Dramatic Art, Rome 1
Pius XII Institute, Florence 22
Polytechnic Institute, Milan 3
Pontifical Athenaeum Salesianum, Rome 8
Saint Cecilia Conservatory of Music, Rome 6
S. Pietro a Majella Conservatory of Music, Naples 2
State Institute of Art, Florence 16
State Institute of Art, Rome 1
University of Bologna 227
University of Catania 3
University of Genoa 1
University of Florence 26
University of Milan 4
University of Modena 1
University of Naples 20
University of Padua 44
University of Palermo 5
University of Pavia 2
University of Perugia 2
University of Pisa 4
University of Rome 147
University of the Sacred Heart, Milan 1
University of Turin 11
University Institute of Economics and Commerce, Venice 6

JAMAICA **2**

University College of West Indies, Mona 2

JAPAN **134**

Hiroshima University 1
Hitotsubashi University, Tokyo 1
International Christian University, Tokyo 37
Keio University, Tokyo 1
Kokugakuin University, Tokyo 1
Komazawa University, Tokyo 1
Kyoto University 7
Nihon University, Tokyo 1
Rikkyo University, Tokyo 3
Ryukoku University, Kyoto 8
Sophia University 39
University of Hosei, Tokyo 1
University of the Sacred Heart, Tokyo 6
University of Tokyo 15
Waseda University, Tokyo 12

JORDAN **4**

American School of Oriental Research, Jerusalem 4

KOREA **57**

Chungang University, Seoul 14
Yonsei University, Seoul 43

LEBANON **67**

American University of Beirut 62
Beirut College for Women 5

LIBERIA **3**

Cuttington College, Monrovia 3

MALTA **1**

Royal University of Malta, Valetta 1

MEXICO **1,142**

Autonomous University of Guadalajara 41
Ibero-American University, Zaragoza 6
Autonomous University of San Luis Potosi 2
Institute of Technology and Higher Studies, Monterrey 6
Mexico City College 888
National Autonomous University of Mexico, Mexico City 133**
National Institute of Cardiology, Mexico City 1
National School of Anthropology and History, Moneda 13
University of Guadalajara 16
University of Nuevo León, Monterrey 30
University of Puebla 3
University of Vera Cruz, Jalapa 1
University of Yucatan, Merida 1
Women's University of Mexico, Mexico City 1

MONACO **1**

Oceanographic Institute 1

NETHERLANDS **138**

Amsterdam Conservatory 7
Catholic University, Nijmegen 2
Institute of Social Studies, The Hague 3
Netherlands College of Economics, Rotterdam 1
Netherlands College for Representation Abroad, Breukelen 5
Royal Conservatory of Music, The Hague 1
State University of Groningen 4
State Academy of Fine Arts, Amsterdam 1
State University of Utrecht 8
Technological University of Delft 7
University of Amsterdam 57
University of Leiden 42

NEW ZEALAND **3**

University of New Zealand, Wellington 3
Canterbury Agricultural College, Christchurch 1
University of Canterbury, Christchurch 2

NICARAGUA **2**

National University of Nicaragua, León 2

NORWAY **62**

University of Oslo 62

PAKISTAN **1**

University of Peshawar 1

PANAMA **75**

University of Panama, Panama City 75

PARAGUAY **2**

Higher School of Philosophy and Letters, Asunción 2

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*This figure may include students who attended orientation classes at the Italian University for Foreigners, but were enrolled in other Italian universities for their regular courses of study.

**In addition to this figure the National Autonomous University of Mexico reported over 1,000 summer school students.

PHILIPPINE ISLANDS **350**

Adamson University, Manila 1
De la Salle College, Manila 7
Far Eastern University, Manila 2
Manila Athenaeum 2
Manila Central University 5
Philippine Women's University, Manila 23
Silliman University, Dumaquete City 4
University of the Philippines, Quezon City 275
University of San Tomás, Manila 31

POLAND **8**

Jagellonian University, Cracow 2
University of Warsaw 5
University of Wroclaw 1

RYUKYU ISLANDS **179**

University of Ryukyus, Naha, Okinawa 179

SARAWAK **1**

Sarawak Museum, Kuching 1

SIERRA LEONE **2**

Fourah Bay College, Freetown 2

SPAIN **483**

International Institute for Girls, Madrid 5
M. Pelayo International University, Madrid 65
Royal Conservatory of Music, Madrid 3
University of Barcelona 7
University of Granada 23
University of Madrid 302
University of Santiago 57
University of Valladolid 21

SWEDEN **60**

Royal Academy Art School, Stockholm 1
Royal Institute of Technology, Stockholm 4
Royal Conservatory of Music, Stockholm 1
School of Arts and Crafts, Stockholm 1
University of Gothenburg 1
University of Lund 5
University of Stockholm 46
International Graduate School for English Speaking Students 41
University of Uppsala 1

SWITZERLAND **1,023**

Academy of Music, Basel 1
Center for Industrial Studies, Geneva 2
Conservatory of Music, Geneva 9
Conservatory of Music, Zurich 5
Graduate Institute of International Studies, Geneva 14
School of Economics & Public Administration, St. Gallen 3
School of Fine Arts, Geneva 3
Swiss Federal Institute of Technology, Zurich 33
University of Basel 143
University of Bern 97
University of Fribourg 127
University of Geneva 313
University of Lausanne 188
University of Neuchatel 11
University of Zurich 74

TAIWAN **15**

National Taiwan University, Taipei 5
Taiwan Normal University, Taipei 5
Tunghai University, Taichung 5

TAHITI **1**

Medical Research Institute of French Oceania, Papeete .. 1

THAILAND **1**

University of Medical Sciences, Dhonburi 1

TRINIDAD **2**

Imperial College of Tropical Agriculture, St. Augustine .. 2

TURKEY **2**

Robert College, Istanbul 2

UGANDA **7**

Makerere College, Kampala 7

UNION OF SOUTH AFRICA **8**

Rhodes University, Grahamstown 1
University of Cape Town, Rondebosch 2
University of Natal, Durban 1
University of South Africa, Pretoria 3
University of Witwatersrand, Johannesburg 1

UNION OF SOVIET SOCIALIST REPUBLICS ... **22*****

Leningrad State University 6
Moscow State University 16

UNITED KINGDOM **1,352**

Architectural Association School of Architecture, London 2
Battersea College of Technology, London 1
Central School of Arts and Crafts, London 9
Central School of Speech and Drama, London 3
Chelsea College of Science and Technology, London 3
Edinburgh College of Art, Scotland 4
Guildhall School of Music and Drama, London 5
Institute of Psycho-Analysis, London 1
Jews' College, London 1
National Institute for Medical Research, London 6
Northampton College of Advanced Technology, London. 1
Northern Polytechnic, London 2
The Polytechnic, London 2
Queen's University of Belfast, N. Ireland 10
Rothamstead Experimental Station, Harpenden 2
Royal Academy of Dramatic Art, London 17
Royal Academy of Music, London 5
Royal College of Art, London 4
Royal College of Music, London 4
St. David's College, Lampeter 1
Trinity College of Music, London 3
University of Aberdeen, Scotland 15
Unversity of Birmingham 17
University of Bristol 17
University of Cambridge 79
Christ's College 1
Clare College 3
Emmanuel College 2
Fitzwilliam House 11
Girton College 3
Gonville and Caius College 3
Jesus College 5
King's College 11
Magdalene College 1
New Hall 1
Newnham College 10
Pembroke College 6
Peterhouse 1
Queen's College 2
St. Catherine's College 8
St. John's College 7
Sidney Sussex College 1
Trinity College 3
University College of North Staffordshire 2

***This figure was obtained from the Inter-University Committee on Travel Grants which conducts a program in cooperation with the Soviet Ministry of Higher Education.

University of Durham 10
Durham Colleges 6
King's College 4
University of Edinburgh, Scotland 250
University of Exeter 11
University of Glasgow, Scotland 31
Royal College of Science and Technology 1
University of Glasgow 30
University of Hull 3
University of Leeds 10
University of Leicester 3
University of Liverpool 8
Liverpool School of Tropical Medicine 1
University of Liverpool 7
University of London 494
Bedford College 10
Birkbeck College 8
British Post Graduate Medical Federation 73
Institute of Basic Medical Sciences ... 1
Institute of Cancer Research 1
Institute of Cardiology 1
Institute of Child Health 2
Institute of Dental Surgery 1
Institute of Dermatology 4
Institute of Diseases of the Chest 3
Institute of Neurology 26
Institute of Obstetrics & Gynecology .. 2
Institute of Opthalmology 2
Institute of Orthopedics 2
Institute of Psychiatry 10
Post Graduate Medical School of London 18
Courtauld Institute of Art 6
Imperial College of Science & Technology 8
Institute of Advanced Legal Studies 15
Institute of Archaeology 5
Institute of Commonwealth Studies 1
Institute of Education 15
Institute of Historical Research 35
King's College 15
King's College Hospital Medical School 2
Middlesex Hospital Medical School 1
London School of Economics & Political Science 178
London School of Hygiene & Tropical Medicine 9
Queen Mary College 6
Royal Holloway College 4
Royal Veterinary College 1
St. Bartholomew's Hospital Medical School.... 5
St. Mary's Hospital Medical School 2
St. Thomas' Hospital Medical School 1
School of Oriental & African Studies 31
School of Slavonic & East European Studies ... 5
University College 52
Westfield College 6
University of Manchester 20
University of Nottingham 6
University of Oxford 225
Balliol College 13
Brasenose College 11
Campion Hall 7
Christ Church 13
Corpus Christi College 7
Exeter College 6
Greyfriars 2
Hertford College 3
Jesus College 5
Keble College 2
Lady Margaret Hall 3
Lincoln College 4
Magdalen College 15
Mansfield College 6
Merton College 10
New College 12
Nuffield College 6
Oriel College 5
Pembroke College 6
Queen's College 7
Regent Park College 2
Ruskin College 3
St. Anne's College 7
St. Anthony's College 8
St. Benet's Hall 1
St. Catherine's Society 20
St. Edmund Hall 1
St. Hilda's College 5
St. John's College 8
St. Peter's Hall 3
Somerville College 4
Trinity College 3
University College 6
Wadham College 5
Worcester College 6
University of Reading 5
University of Sheffield 4
University of St. Andrews, Scotland 49
University of Southampton 3
University of Wales 2
University College of Wales & Monmouthshire . 1
University College of Swansea 1
Woolwich Polytechnic, London 2

VATICAN CITY 956

International College of Saint Teresa 5
International College of Missionary Oblates of Mary Immaculata 23
LaSalette International Seminary 12
Pontifical Athenaeum Anglicum 43
Pontifical Athenaeum Antonianum 7
Pontifical Athenaeum for the Propagation of the Faith .. 6
Pontifical Gregorian University 769
Beato Eymard International Seminary 3
International College of the Missionaries of the Sacred Heart 4
North American College 325
Pontifical Bible Institute 18
Pontifical Gregorian University 419
Pontifical Lateran University 48
Pontifical Institute of Sacred Music 5
Pontifical Institute of Saint Anselm 30
Pontifical Theological Faculty of Saint Bonaventure 8

VENEZUELA 4

Central University of Venezuela, Caracas 4

TABLE VIII

UNITED STATES HOSPITALS REPORTING FOREIGN PHYSICIANS, 1959-60

Total ..... 9,457 Physicians

ALABAMA 18

Crippled Children's Hospital, Birmingham 2
Mobile General Hospital, Mobile 6
Lloyd Noland Hospital, Fairfield 2
University Hospital and Hillman Clinic, Birmingham .. 6
Veterans Administration Hospital, Birmingham 2

ARIZONA 58

Good Samaritan Hospital, Phoenix 8
Maricopa County General Hospital, Phoenix 19
Saint Joseph's Hospital, Phoenix 2
Saint Mary's Hospital and Pima County Hospital, Tucson 16
Tucson Medical Center, Tucson 13

ARKANSAS 4

Arkansas Baptist Hospital, Little Rock 2
Saint Vincent Infirmary, Little Rock 2

CALIFORNIA 67

Children's Hospital, Society of Los Angeles, Los Angeles. 1
Children's Hospital of the East Bay, Oakland 1
Franklin Hospital, San Francisco 2
French Hospital, San Francisco 3
General Hospital of Riverside County, Arlington 3
Herrick Memorial Hospital, Berkeley 1
Kaiser Foundation Hospital, Oakland 13
Kern County General Hospital, Bakersfield 3
Loma Linda Sanitarium and Hospital, Loma Linda 2
Mary's Help Hospital, San Francisco 2
Mount Zion Hospital and Medical Center, San Francisco 3
O'Connor Hospital, San Jose 2
Orthopedic Hospital, Los Angeles 1
Saint Joseph's Hospital, San Francisco 3
Saint Luke's Hospital, San Francisco 2
Saint Mary's Hospital, Long Beach 3
Saint Mary's Hospital, San Francisco 2
Saint Vincent's Hospital, Los Angeles 2
San Francisco Hospital, San Francisco 1
Santa Barbara Cottage Hospital, Santa Barbara 1
University of California Hospital, The Medical Center, Los Angeles 10
Veterans Administration Hospital, Long Beach 1
White Memorial Hospital, Los Angeles 5

COLORADO 144

Colorado Medical Center, University of, Denver 22
Colorado State Hospital, Pueblo 50
General Rose Memorial Hospital, Denver 4
Glockner-Penrose Hospital, Colorado Springs 3
Mercy Hospital, Denver 9
National Jewish Hospital, Denver 10
Porter Sanitarium and Hospital, Denver 3
Presbyterian Hospital, Denver 1
Saint Anthony Hospital, Denver 3
Saint Francis Hospital, Colorado Springs 3
Saint Joseph's Hospital, Denver 9
Saint Luke's Hospital, Denver 4
Saint Mary's-Corwin Hospital, Pueblo 20
Veterans Administration Hospital, Denver 1
Weld County General Hospital, Greeley 2

CONNECTICUT 187

Bridgeport Hospital, Bridgeport 10
Bristol Hospital, Bristol 6
Connecticut State Hospital, Middletown 5
Danbury Hospital, Danbury 9
Fairfield State Hospital, Newtown 2
Grace New Haven Community Hospital, New Haven ... 11
Greenwich Hospital Association, Greenwich 1
Griffin Hospital, Derby 7
Hartford Hospital, Hartford 8
Hospital of St. Raphael, New Haven 17
Charlotte Hungerford Hospital, Torrington 3
Institute of Living, Hartford 5
Laurel Heights Hospital, Shelton 1
Lawrence and Memorial Hospitals, New London 7
Manchester Memorial Hospital, Manchester 1
J. J. McCook Memorial Hospital, Hartford 7
Meriden Hospital, Meriden 5
Middlesex Memorial Hospital, Middletown 2
Mount Sinai Hospital, Hartford 6
New Britain General Hospital, New Britain 7
Newington Home and Hospital for Crippled Children, Newington 1
Norwalk Hospital, Norwalk 21
Norwich State Hospital, Norwich 4
Saint Francis Hospital, Hartford 6
Saint Mary's Hospital, Waterbury 16
Saint Vincent's Hospital, Bridgeport 6
Stamford Hospital, Stamford 6
Uncas-On-Thames Hospital, Norwich 3
Waterbury Hospital, Waterbury 4

DELAWARE 35

Delaware Hospital, Wilmington 5
Memorial Hospital, Wilmington 14
Wilmington General Hospital, Wilmington 16

DISTRICT OF COLUMBIA 215

Children's Hospital 5
Columbia Hospital for Women 3
District of Columbia General Hospital 41
Doctor's Hospital 24
Eastern Dispensary and Casualty Hospital 12
Freedman's Hospital 8
Georgetown University Hospital 35
George Washington University Hospital 12
Providence Hospital 16
Saint Elizabeth's Hospital 4
Sibley Memorial Hospital 18
Washington Hospital Center 37

FLORIDA 120

Baptist Memorial Hospital, Jacksonville 16
Duval Medical Center, Jacksonville 6
Florida State Board of Health, Jacksonville 1
Jackson Memorial Hospital, Miami 31
Mound Park Hospital, St. Petersburg 2
Mount Sinai Hospital of Greater Miami, Miami Beach.. 13
Sacred Heart Hospital, Pensacola 6
Saint Francis Hospital, Miami Beach 14
Saint Luke's Hospital, Jacksonville 10
Saint Vincent's Hospital, Jacksonville 19

Tampa General Hospital, Tampa 1
Veterans Administration Hospital, Coral Gables 1

GEORGIA **120**
Emory University Hospital, Emory 12
Eugene Talmadge Memorial Hospital, Augusta 1
Floyd Hospital, Rome 1
Georgia Baptist Hospital, Atlanta 25
Georgia Warm Springs Foundation, Warm Springs 3
Grady Memorial Hospital, Atlanta 2
John L. Hutcheson Memorial Hospital, Fort Oglethorpe. 2
Crawford W. Long Memorial Hospital, Atlanta 28
Memorial Hospital of Chatham County, Savannah 4
Piedmont Hospital, Inc., Atlanta 6
Saint Joseph's Infirmiry, Atlanta 34
Saint Mary's Hospital, Athens 2

HAWAII **31**
Kapiolani Maternity and Gynecological Hospital, Honolulu 6
Kauikeolani Children's Hospital, Honolulu 1
Kuakini Hospital, Honolulu 14
Leahi Hospital, Honolulu 2
Queen's Hospital, Honolulu 8

ILLINOIS **552**
Alexian Brothers Hospital, Chicago 6
American Hospital of Chicago 12
Augustana Hospital, Chicago 17
Billings Hospital, Chicago 23
Chicago Maternity Center, Chicago 3
Chicago State Tuberculosis Sanitarium, Chicago 2
Chicago Wesley Memorial Hospital, Chicago 7
Children's Memorial Hospital, Chicago 10
City of Chicago Municipal Tuberculosis Sanitarium, Chicago 4
Edgewater Hospital, Chicago 8
Englewood Hospital, Chicago 8
Evangelical Hospital of Chicago 4
Evanston Hospital, Evanston 4
Galesburg State Research Hospital, Galesburg 3
Grant Hospital, Chicago 18
Illinois Masonic Hospital, Chicago 40
Illinois Central Hospital, Chicago 1
Illinois State Psychiatric Institute, Chicago 4
Lewis Memorial Maternity Hospital, Chicago 1
Little Company of Mary Hospital, Evergreen Park 14
Loretto Hospital, Chicago 8
Mac Neal Memorial Hospital, Berwyn 12
Mercy Hospital, Chicago 20
Michael Reese Hospital, Chicago 33
Mount Vernon State Tuberculosis Sanitarium, Mount Vernon 1
Mount Sinai Hospital, Chicago 32
Northwestern University Medical Center, Chicago 3
Norwegian American Hospital, Chicago 15
Oak Park Hospital, Oak Park 13
Passavant Memorial Hospital, Chicago 7
Peoria Municipal Tuberculosis Sanitarium, Peoria 1
Presbyterian-St. Luke's Hospital, Chicago 32
Provident Hospital, Chicago 23
Ravenswood Hospital, Chicago 17
Resurrection Hospital, Chicago 2
Rockford Memorial Hospital, Rockford 1
Saint Anne's Hospital, Chicago 21
Saint Anthony Hospital, Rockford 7
Saint Anthony de Padua, Hospital of, Chicago 13
Saint Bernard's Hospital, Chicago 3
Saint Elizabeth's Hospital, Chicago 14
Saint Francis Hospital, Blue Island 7
Saint Francis Hospital, Evanston 3
Saint Francis Hospital, Peoria 9
Saint Joseph Hospital, Chicago 1
Saint Mary's Hospital, East Saint Louis 12
South Chicago Community Hospital, Chicago 11
South Shore Hospital, Chicago 8
Swedish Covenant Hospital, Chicago 4
Suburban Cook County Tuberculosis Hospital and Sanitarium, Hinsdale 2
University of Illinois Research and Educational Hospitals, Chicago 8
Veterans Administration Research Hospital, Chicago ... 2
West Suburban Hospital, Oak Park 12
Woodlawn Hospital, Chicago 6

INDIANA **10**
Ball Memorial Hospital, Muncie 1
Clinic Hospital, Bluffton 1
Indiana University Medical Center, Indianapolis 2
Logansport State Hospital, Logansport 1
Methodist Hospital, Indianapolis 2
Saint Elizabeth Hospital, Lafayette 1
Saint Joseph Hospital, Fort Wayne 1
Saint Mary's Mercy Hospital, Gary 1

IOWA **53**
Iowa Lutheran Hospital, Des Moines 10
Iowa Methodist Hospital, Des Moines 4
Mental Health Institute, Cherokee 1
Mercy Hospital, Council Bluffs 1
Mercy Hospital, Des Moines 2
Mercy Hospital, Iowa City 2
Psychopathic Hospital, Iowa City 5
Saint Luke's Methodist Hospital, Cedar Rapids 2
State University of Iowa Hospitals, Iowa City 25
Veterans Administration Hospital, Iowa City 1

KANSAS **73**
C. F. Menninger Memorial Hospital, Topeka 2
Saint Francis Hospital, Wichita 30
Saint Margaret's Hospital, Kansas City 1
Topeka State Hospital, Topeka 17
Veterans Administration Center, Wichita 1
Wesley Hospital, Wichita 9
Wichita-Saint Joseph Hospital, Wichita 13

KENTUCKY **111**
Central Baptist Hospital, Lexintgon 3
Central State Hospital, Lakeland 1
Children's Hospital, Louisville 9
Good Samaritan Hospital, Lexington 12
Harlan Memorial Hospital, Harlan 4
Kentucky Baptist Hospital, Louisville 4
Louisville General Hospital, Louisville 37
Memorial Medical Center, South Williamson 1
Norton Memorial Infirmary, Louisville 4
Saint Anthony Hospital, Louisville 6
Saint Elizabeth Hospital, Covington 8
Saint Joseph Hospital, Lexington 14
Saint Joseph Infirmary, Louisville 3
SS. Mary and Elizabeth Hospital, Louisville 5

LOUISIANA **48**
Confederate Memorial Medical Center, Shreveport 3
E. A. Conway Memorial Hospital, Monroe 1
Eye, Ear, Nose and Throat Hospital, New Orleans 3
Hotel Dieu, Sister's Hospital, New Orleans 15
Mercy Hospital, New Orleans 6
Ochsner Foundation Hospital, New Orleans 5
Southern Baptist Hospital, New Orleans 11
Touro Infirmary, New Orleans 4

MAINE **3**
Central Maine General Hospital, Lewiston 3

MARYLAND **437**
Baltimore City Hospitals, Baltimore 32
Baltimore Eye, Ear and Throat Hospital, Baltimore 2
Bon Secours Hospital, Baltimore 18
Church Home and Hospital, Baltimore 25
Crownsville State Hospital, Crownsville 9
Franklin Square Hospital, Baltimore 20
Glen Dale Hospital, Glen Dale 7

Hospital for Women of Maryland, Baltimore 13
Johns Hopkins Hospital, Baltimore 10
Lutheran Hospital of Maryland, Baltimore 29
Maryland General Hospital, Baltimore 25
Mercy Hospital, Baltimore 10
Prince George's General Hospital, Cheverly 28
Provident Hospital and Free Dispensary, Baltimore 12
Saint Agnes Hospital, Baltimore 14
Saint Joseph's Hospital, Baltimore 25
Seton Institute, Baltimore 5
Sheppard and Enoch Pratt Hospital, Towson 1
Sinai Hospital, Baltimore 27
South Baltimore General Hospital, Baltimore 21
Spring Grove State Hospital, Catonsville 10
Springfield State Hospital, Sykesville 8
Suburban Hospital, Bethesda 15
Union Memorial Hospital, Baltimore 28
University Hospital, Baltimore 33
Washington County Hospital, Hagerstown 1
Washington Sanitarium and Hospital, Takoma Park 9

MASSACHUSETTS 573

Beth Israel Hospital, Boston 13
Beverly Hospital, Beverly 4
Boston City Hospital, Boston 35
Boston State Hospital, Boston 8
Brockton Hospital, Brockton 7
Cambridge City Hospital, Cambridge 17
Cambridge Sanitorium, Cambridge 2
Carney Hospital, Boston 14
Children's Medical Center, Boston 46
Faulkner Hospital, Boston 1
Foxborough State Hospital, Foxborough 7
Free Hospital for Women, Brookline 6
Holyoke Hospital, Holyoke 3
Lahey Clinic, Boston 41
Lawrence General Hospital, Lawrence 5
Long Island Hospital, Boston 8
Lowell General Hospital, Lowell 4
Lynn Hospital, Lynn 7
Malden Hospital, Malden 7
Massachusetts General Hospital, Boston 8
Massachusetts Eye and Ear Infirmary, Boston 2
Massachusetts Memorial Hospital, Boston 19
Massachusetts Mental Health Center, Boston 1
McLean Hospital, Belmont 3
Medfield State Hospital, Harding 8
Memorial Hospital, Worcester 24
Mercy Hospital, Springfield 3
Metropolitan State Hospital, Waltham 2
Middlesex County Sanitorium, Waltham 1
Mount Auburn Hospital, Cambridge 9
New England Center Hospital, Boston 29
New England Deaconess Hospital, Boston 18
New England Hospital, Boston 10
Newton-Wellesley Hospital, Newton Lower Falls 7
Peter Bent Brigham Hospital, Boston 43
Pittsfield General Hospital, Pittsfield 2
Pondville Hospital, Walpole 2
Lawrence F. Quigley Memorial Hospital, Chelsea 9
Quincy City Hospital, Quincy 19
Saint Anne's Hospital, Fall River 5
Saint John's Hospital, Lowell 5
Saint Joseph's Hospital, Lowell 2
Saint Luke's Hospital, New Bedford 8
Saint Luke's Hospital, Pittsfield 4
Saint Margaret's Hospital, Dorchester 2
Salem Hospital, Salem 8
Lemuel Shattuck Hospital, Boston 6
Springfield Hospital, Springfield 27
Taunton State Hospital, Taunton 9
Truesdale Hospital, Fall River 13
Union Hospital, Fall River 7
Veterans Administration Hospital, Boston 1
Veterans Administration Hospital, Rutland Heights 1
Veterans Administration Hospital, West Roxbury 1
Westfield State Sanitorium, Westfield 7
Worcester County Sanatorium, Worcester 3
Worcester City Hospital, Worcester 10

MICHIGAN 418

William Beaumont Hospital, Royal Oak 15
Alexander Blain Hospital, Detroit 7
Blodgett Memorial Hospital, Grand Rapids 1
Bon Secours Hospital, Grosse Pointe 8
Borgess Hospital, Kalamazoo 7
Brent General Hospital, Detroit 3
Butterworth Hospital, Grand Rapids 2
Crittenton General Hospital, Detroit 1
Evangelical Deaconess Hospital, Detroit 8
Detroit Memorial Hospital, Detroit 7
Ferguson Droste-Ferguson Hospital, Grand Rapids 1
Henry Ford Hospital, Detroit 49
Grace Hospital, Detroit 19
Harper Hospital, Detroit 29
Highland Park General Hospital, Highland Park 22
Hurley Hospital, Flint 17
Ingham Chest Hospital, Lansing 3
Jennings Memorial Hospital, Detroit 1
Herman Kiefer Hospital, Detroit 19
William H. Maybury Sanitorium, Northville 4
McLaren General Hospital, Flint 10
Mount Carmel Mercy Hospital, Detroit 29
North Detroit General Hospital, Detroit 6
Northville State Hospital, Northville 2
Oakwood Hospital, Dearborn 5
Pontiac General Hospital, Pontiac 6
Pontiac State Hospital, Pontiac 5
Leila Y. Post Montgomery Hospital, Battle Creek 3
Providence Hospital, Detroit 3
Receiving Hospital, Detroit 28
Saginaw General Hospital, Saginaw 2
Saint John Hospital, Detroit 6
Saint Joseph Hospital, Flint 1
Saint Joseph Mercy Hospital, Detroit 4
Saint Joseph Mercy Hospital, Pontiac 10
Saint Joseph Mercy Hospital, Ann Arbor 3
Saint Lawrence Hospital, Lansing 9
Saint Mary's Hospital, Saginaw 3
Sinai Hospital, Detroit 3
Sidney A. Sumby Memorial Hospital, River Rouge 3
Traverse City State Hospital, Traverse City 6
University Hospital, Ann Arbor 27
Veterans Administration Hospital, Dearborn 3
Wayne County General Hospital and Infirmary, Eloise 9
Woman's Hospital, Detroit 7
Ypsilanti State Hospital, Ypsilanti 2

MINNESOTA 207

Ancker Hospital, St. Paul 2
Fairview Hospital, Minneapolis 11
Glen Lake Sanatorium, Oak Terrace 3
Lutheran Deaconess Home and Hospital, Minneapolis 6
Methodist Hospital, Minneapolis 3
Midway Hospital, St. Paul 8
Minneapolis General Hospital, Minneapolis 5
Minnesota Hospitals, University of, Minneapolis 59
Mount Sinai Hospital, Minneapolis 17
Northwestern Hospital, Minneapolis 12
Saint Barnabas Hospital, Minneapolis 21
Saint Luke's Hospital, Duluth 1
Saint Luke's Hospital, St. Paul 13
Saint Mary's Hospital, Minneapolis 12
Swedish Hospital, Minneapolis 25
Veterans Administration Hospital, Minneapolis 9

MISSISSIPPI 8

Mercy Hospital-Street Memorial, Vicksburg 2
Mississippi State Sanatorium, Sanatorium 1
University Hospital, Jackson 2
Vicksburg Hospital, Vicksburg 3

MISSOURI 408

Barnes Hospital, Saint Louis 50

Children's Mercy Hospital, Kansas City 1
DePaul Hospital, Saint Louis 26
Evangelical Deaconess Hospital, Saint Louis 20
Ellis Fischel State Cancer Hospital, Columbia 2
Jewish Hospital, Saint Louis 11
Kansas City General Hospital, Kansas City 22
Robert Koch Hospital, Koch 5
Lutheran Hospital, Saint Louis 15
Menorah Medical Center, Kansas City 8
Missouri Baptist Hospital, Saint Louis 27
Missouri Methodist Hospital, Saint Joseph 7
Missouri State Sanatorium, Mount Vernon 7
Homer G. Philips Hospital, Saint Louis 58
Research Hospital, Kansas City 5
Saint Anthony's Hospital, Saint Louis 11
Saint John's Hospital, Saint Louis 7
Saint Joseph Hospital, Kansas City 19
Saint Joseph's Hospital, Saint Joseph 4
Saint Louis City Hospital, Saint Louis 31
Saint Louis County Hospital, Clayton 11
Saint Louis State Hospital, Saint Louis 16
Saint Luke's Hospital, Saint Louis 1
Saint Luke's Hospital, Kansas City 3
Saint Mary's Group of Hospitals, Saint Louis 19
Saint Mary's Hospital, Kansas City 9
Shriners Hospital for Crippled Children, Saint Louis.... 1
Trinity Lutheran Hospital, Kansas City 8
University of Missouri Medical Center, Columbia 4

MONTANA **3**
Saint James Hospital, Butte 3

NEBRASKA **23**
Bryan Memorial Hospital, Lincoln 1
Children's Memorial Hospital, Omaha 2
Hastings State Hospital, Ingleside 10
Immanuel Hospital, Omaha 1
Lincoln General Hospital, Lincoln 1
Nebraska Hospital, University of, Omaha 5
Saint Elizabeth Hospital, Lincoln 3

NEW HAMPSHIRE **4**
Mary Hitchcock Memorial Hospital, Hanover 4

NEW JERSEY **502**
Alexian Brothers Hospital, Elizabeth 8
All Souls Hospital, Morristown 5
Atlantic City Hospital, Atlantic City 10
Babies Hospital, Newark 4
N. & M. Barnart Memorial Hospital, Paterson 4
Bayonne Hospital and Dispensary, Bayonne 10
Bergen Pines County Hospital, Paramus 27
Burlington County Hospital, Mount Holly 15
Christ Hospital, Jersey City 22
Cooper Hospital, Camden 1
East Orange General Hospital, East Orange 4
Elizabeth General Hospital and Dispensary, Elizabeth... 11
Englewood Hospital, Englewood 6
Fitkin Memorial Hospital, Neptune 2
Helene Fuld Hospital, Trenton 2
Hackensack Hospital, Hackensack 14
Margaret Hague Maternity Hospital, Jersey City 5
Holy Name Hospital, Teaneck 2
Hospital for Crippled Children, Newark 2
Jersey City Hospital, Jersey City 59
The Harrison S. Martland Medical Center, Newark..... 18
Mercer Hospital, Trenton 10
Middlesex General Hospital, New Brunswick 15
Monmouth Memorial Center, Long Branch 10
Morristown Memorial Hospital, Morristown 11
Mountainside Hospital, Montclair 3
Muhlenberg Hospital, Plainfield 11
New Jersey Orthopedic Hospital, Orange 4
New Jersey Sanatorium for Chest Diseases,
Glenn Gardner 2
New Jersey State Hospital at Ancora, Hammonton 1
New Jersey State Hospital, Trenton 1
Newark Beth Israel Hospital, Newark 10
Newark Eye and Ear Infirmary, Newark 5
Orange Memorial Hospital, Orange 1
Our Lady of Lourdes Hospital, Camden 4
Overlook Hospital, Summit 13
Passaic General Hospital, Passaic 9
Paterson General Hospital, Paterson 12
Perth Amboy General Hospital, Perth Amboy 12
B. S. Pollak Hospital for Chest Diseases, Jersey City 10
Presbyterian Hospital, Newark 11
Princeton Hospital, Princeton 5
Saint Barnabas Medical Center, Newark 9
Saint Elizabeth Hospital, Elizabeth 17
Saint Francis Hospital, Jersey City 8
Saint Francis Hospital, Trenton 12
Saint Mary's Hospital, Hoboken 25
Saint Michael's Hospital, Newark 9
Saint Peter's General Hospital, New Brunswick 11
Saint Joseph Hospital, Paterson 9
Somerset Hospital, Somerville 8
West Jersey Hospital, Camden 3

NEW MEXICO **1**
Bataan Memorial Methodist Hospital, Albuquerque..... 1

NEW YORK **2,387**
J. N. Adam Memorial Hospital, Perrysburg 3
Albany Hospital, Albany 41
Allied Hospitals of the Sisters of Charity of Buffalo..... 26
Arnot-Ogden Memorial Hospital, Elmira 3
Beekman-Downtown Hospital, New York 19
Bellevue Hospital Center, New York 87
Bellevue Medical Center, New York 8
Bender Laboratory Hospitals, Albany 3
Beth-El Hospital, Brooklyn 7
Beth Israel Hospital, New York 14
Binghamton City Hospital, Binghamton 20
Binghamton State Hospital, Binghamton 5
Bronx Hospital, New York 22
Bronx Municipal Hospital Center, New York 42
Brooklyn Hospital, Brooklyn 24
Brooklyn Eye and Ear Hospital, Brooklyn 6
Brooklyn State Hospital, Brooklyn 4
Brooklyn Women's Hospital, Brooklyn 6
Buffalo General Hospital, Buffalo 37
Buffalo State Hospital, Buffalo 13
Central Islip State Hospital, Central Islip 8
Children's Hospital of Buffalo 11
Clifton Springs Sanitarium and Clinic, Clifton Springs... 2
Bird S. Coler Memorial Hospital and Home,
Welfare Island, New York City 21
Columbus Hospital, New York 18
Community Hospital at Glen Cove 6
Coney Island Hospital, Brooklyn 57
Cornell University Infirmary and Clinic, Ithaca 2
Creedmore State Hospital, Queens Village 5
Cumberland Hospital, Brooklyn 38
Deaconess Hospital, Buffalo 25
Francis Delafield Hospital, New York 12
Doctors Hospital, New York 16
Ellis Hospital, Schenectady 22
Elmhurst General Hospital, Elmhurst 63
Millard Fillmore Hospital, Buffalo 3
Flower and Fifth Avenue Hospitals, New York 4
Flushing Hospital and Dispensary, Flushing 13
Homer Folks Tuberculosis Hospital, Oneonta 3
Fordham Hospital, New York 36
French Hospital, New York 13
General Hospital, Syracuse 6
Genesee Hospital, Rochester 4
Glens Falls Hospitals, Glens Falls 1
Glenridge Hospital, Schenectady 1
Goldwater Memorial Hospital, New York 34
Gowanda State Homeopathic Hospital, Helmuth 6
Grand Central Hospital, New York 24
Grasslands Hospital, Valhalla 35

Harlem Eye and Ear Hospital, New York 3
Harlem Hospital, New York 63
Harlem Valley State Hospital, Wingdale 12
High Point Hospital, Port Chester 4
Highland Hospital, Rochester 1
Hillside Hospital, Glen Oaks 4
House of Saint Giles the Cripple, Brooklyn 2
Hudson River State Hospital, Poughkeepsie 8
Irvington House, Irvington 3
Jamaica Hospital, Jamaica 21
Jewish Chronic Disease Hospital, Brooklyn 32
Jewish Hospital, Brooklyn 12
Jewish Memorial Hospital, New York 7
Joint Diseases, Hospital for, New York 10
Kings County Medical Center, Brooklyn 75
Kings Park State Hospital, Kings Park 10
Knickerbocker Hospital, New York 13
Lawrence Hospital, Bronxville 9
Lebanon Hospital, New York 18
Lenox Hill Hospital, New York 4
Leonard Hospital, Troy 7
Letchworth Village, Thiells 2
Lincoln Hospital, New York 56
Long Island College Hospital, Brooklyn 15
Long Island Jewish Hospital, New Hyde Park 4
Lutheran Medical Center, Brooklyn 29
Maimonides Hospital, Brooklyn 23
Manhattan Eye, Ear and Throat Hospital, New York.... 5
Marcy State Hospital, Marcy 10
Mary Immaculate Hospital, Jamaica 16
Memorial Center for Cancer and Allied Diseases, New York 55
Memorial Hospital, Albany 11
Mercy Hospital, Buffalo 6
Methodist Hospital, Brooklyn 10
Metropolitan Hospital, New York 50
Edward J. Meyer Memorial Hospital, Buffalo 18
Middletown State Homeopathic Hospital, Middletown.. 7
Misericordia Hospital, New York 16
Montefiore Hospital, New York 26
Morrisania City Hospital, New York 31
Mother Cabrini Memorial Hospital, New York 6
Mount Morris Tuberculosis Hospital, Mount Morris 2
Mount Saint Mary's Hospital, Niagara Falls 2
Mount Sinai Hospital, New York 26
Mount Vernon Hospital, Mount Vernon 18
Mount View Hospital, Lockport 1
Nassau Hospital, Mineola 4
Nassau County Tuberculosis Hospital, Farmingdale..... 3
New York Eye and Ear Infirmary, New York 4
New York Hospital, New York 14
New York Infirmary, New York 21
New York Polyclinic Hospital, New York 23
New York State Psychiatric Institute, New York 3
New York State Rehabilitation Hospital, West Haverstraw 3
Niagara Falls Memorial Hospital, Niagara Falls 8
North Shore Hospital, Manhasset 11
Northern Westchester Hospital, Mount Kisco 8
Pilgrim State Hospital, West Brentwood 13
Presbyterian Hospital, New York 8
Prospect Heights Hospital, Brooklyn 8
Queens Hospital Center, Jamaica 53
Ray Brook State Tuberculosis Hospital, Ray Brook 2
Rochester General Hospital, Rochester 14
Rochester State Hospital, Rochester 4
Rockland State Hospital, Orangeburg 5
Roosevelt Hospital, New York 14
Roswell Park Memorial Institute, Buffalo 36
SaintBarnabas Hospital for Chronic Diseases, New York . 11
Saint Catherine's Hospital, Brooklyn 10
Saint Clare Hospital, New York 34
Saint Clare's Hospital, Schenectady 14
Saint Francis Hospital, New York 27
Saint Francis Hospital, Poughkeepsie 6
Saint Francis Hospital and Sanatorium, Roslyn 3
Saint John's Episcopal Hospital, Brooklyn 14
Saint John's Long Island City Hospital, Long Island City. 12
Saint John's Riverside Hospital, Yonkers 7
Saint Joseph's Hospital, Bronx 5
Saint Joseph's Hospital, Elmira 2
Saint Joseph's Hospital, Far Rockaway, Brooklyn 10
Saint Joseph's Hospital, Yonkers 9
Saint Lawrence State Hospital, Ogdensburg 10
Saint Luke's Hospital, New York 17
Saint Luke's Hospital of Newburgh 9
Saint Mary's Hospital, Brooklyn 18
Saint Mary's Hospital, Rochester 22
Saint Peter's Hospital, Albany 23
Saint Vincent's Hospital, Harrison 4
Saint Vincent's Hospital, New York 16
Saint Vincent's Hospital, Staten Island 7
Samaritan Hospital, Troy 8
Sea View Hospital, Staten Island 28
Special Surgery, Hospital for, New York 5
Staten Island Hospital, Staten Island 7
Strong Memorial Hospital, Rochester 20
Upstate Medical Center, State University of New York, Syracuse 2
Sydenham Hospital, New York 21
Triboro Hospital, Jamaica 16
United Hospital, Port Chester 9
Unity Hospital, Brooklyn 11
Utica State Hospital, Utica 9
Vassar Brothers Hospital, Poughkeepsie 8
Veterans Administration Hospital, Buffalo 3
Veterans Administration Hospital, New York 3
Veterans Administration Hospital, Sunmount 1
White Plains Hospital, White Plains 6
Willard State Hospital, Willard 5
Charles S. Wilson Memorial Hospital, Johnson City..... 28
Woman's Hospital, New York 1
Yonkers General Hospital, Yonkers 5

NORTH CAROLINA 71

Babies' Hospital, Wilmington 1
Charlotte Memorial Hospital, Charlotte 1
City Memorial Hospital, Winston-Salem 1
Moses H. Cone Memorial Hospital, Greensboro 1
Duke Hospital, Durham 32
Lincoln Hospital, Durham 3
North Carolina Baptist Hospital, Winston-Salem 5
North Carolina Memorial Hospital, Chapel Hill 8
Kate B. Reynolds Memorial Hospital, Winston-Salem ... 1
Rex Hospital, Raleigh 1
Saint Agnes Hospital, Raleigh 2
Veterans Administration Hospital, Durham 4
James Walker Memorial Hospital, Wilmington 5
Watts Hospital, Durham 6

NORTH DAKOTA 6

Bismarck Hospital, Bismarck 4
Saint John's Hospital, Fargo 2

OHIO 872

Akron City Hospital, Akron 10
Aultman Hospital, Canton 34
Barberton Citizens Hospital, Barberton 7
Bethesda Hospital, Cincinnati 12
Children's Hospital, Cincinnati 2
Children's Hospital, Akron 3
Children's Hospital, Columbus 7
Christ Hospital, Cincinnati 2
Cincinnati General Hospital, Cincinnati 16
Cleveland Clinic Hospital, Cleveland 49
Cleveland Memorial Foundation of Doctor's Hospital, Cleveland 23
Columbus State Hospital, Columbus 3
Cuyahoga County Hospital, Cleveland 61
Cleveland Metropolitan General Hospital, Cleveland 57
Sunny Acres Hospital, Cleveland 4
Deaconess Hospital, Cincinnati 3

Elyria Memorial Hospital, Elyria 11
Euclid-Glenville Hospital, Euclid 17
Evangelical Deaconess Hospital, Cleveland 24
Fairview Park Hospital, Cleveland 30
Flower Hospital, Toledo 10
Good Samaritan Hospital, Cincinnati 36
Good Samaritan Hospital, Dayton 13
Grant Hospital, Columbus 1
Highland View Hospital, Cleveland 7
Huron Road Hospital, Cleveland 21
Jewish Hospital, Cincinnati 21
Lakewood Hospital, Lakewood 19
Lima Memorial Hospital, Lima 6
Longview State Hospital, Cincinnati 2
Lutheran Hospital, Cleveland 18
Mansfield General Hospital, Mansfield 5
Marymount Hospital, Garfield Heights 19
Maumee Valley Hospital, Toledo 11
Mercy Hospital, Hamilton 30
Mercy Hospital, Toledo 3
Miami Valley Hospital, Dayton 8
Mount Sinai Hospital of Cleveland 20
Ohio State University Health Center, Columbus 21
Ohio Tuberculosis Hospital, Columbus 4
Ohio Valley Hospital, Steubenville 9
Polyclinic Hospital, Cleveland 7
Riverside Hospital, Toledo 4
Saint Alexis Hospital, Cleveland 20
Saint Anthony's Hospital, Columbus 7
Saint Ann Hospital, Cleveland 5
Saint Elizabeth Hospital, Youngstown 12
Saint Elizabeth Hospital, Dayton 2
Saint Charles Hospital, Toledo 1
Saint John's Hospital, Cleveland 19
Saint Luke's Hospital, Cleveland 5
Saint Joseph Hospital, Lorain 13
Saint Joseph Riverside Hospital, Warren 7
Saint Rita's Hospital, Lima 8
Saint Mary's Hospital, Cincinnati 2
Saint Thomas Hospital, Akron 28
Saint Vincent Charity Hospital, Cleveland 22
Saint Vincent's Hospital, Toledo 14
Timken-Mercy Hospital, Canton 26
Toledo Hospital, Toledo 2
Trumbull Memorial Hospital, Warren 22
University Hospitals, Cleveland 9
White Cross Hospital, Columbus 4
Youngstown Hospital, Youngstown 35

OKLAHOMA 28

Central State Griffin Memorial Hospital, Norman 3
Hillcrest Medical Center, Tulsa 2
Saint John's Hospital, Tulsa 1
University of Oklahoma Hospitals, Oklahoma City 22

OREGON 45

Emanuel Hospital, Portland 9
Good Samaritan Hospital, Portland 4
Oregon Medical School Hospitals and Clinics, University of Portland 13
Portland Sanitarium and Hospital, Portland 1
Providence Hospital, Portland 5
Saint Vincent's Hospital, Portland 13

PENNSYLVANIA 619

Abington Memorial Hospital, Abington 4
Allegheny General Hospital, Pittsburgh 12
Allentown Hospital, Allentown 10
Allentown State Hospital, Allentown 14
Bradford Hospital, Bradford 2
Bryn Mawr Hospital, Bryn Mawr 1
Chester Hospital, Chester 6
Chestnut Hill Hospital, Philadelphia 1
Children's Hospital of Philadelphia 22
Children's Hospital of Pittsburgh 15
Columbia Hospital, Pittsburgh 4
Community General Hospital, Reading 6
Conemaugh Valley Memorial Hospital, Johnstown 5
Samuel G. Dixon State Hospital, South Mountain 1
Easton Hospital, Easton 4
Albert Einstein Medical Center, Northern Division, Philadelphia 28
Albert Einstein Medical Center, Southern Division, Philadelphia 17
Embreeville State Hospital, Embreeville 5
Episcopal Hospital, Philadelphia 12
Frankford Hospital, Philadelphia 4
Germantown Dispensary and Hospital, Philadelphia 1
Graduate Hospital of the University of Pennsylvania, Philadelphia 19
Hahnemann Medical College and Hospital, Philadelphia 42
Hamot Hospital, Erie 11
Harrisburg Hospital, Harrisburg 4
Harrisburg State Hospital, Harrisburg 8
Hazelton State Hospital, Hazelton 3
Jefferson Medical College and Hospital, Philadelphia 28
Lancaster General Hospital, Lancaster 1
Lankenau Hospital, Philadelphia 3
Lower Bucks County Hospital, Bristol 3
Mayview State Hospital, Mayview 1
Mercy Hospital, Altoona 2
Mercy Hospital, Pittsburgh 20
Mercy Hospital, Wilkes-Barre 2
Mercy-Douglass Hospital, Philadelphia 12
Methodist Episcopal Hospital, Philadelphia 4
A. C. Milliken Hospital, Pottsville 1
Montefiore Hospital, Pittsburgh 17
Montgomery Hospital, Norristown 6
Robert Packer Hospital, Sayre 13
Pennsylvania Hospital, Philadelphia 3
Philadelphia General Hospital, Northern Division, Philadelphia 35
Philadelphia Psychiatric Hospital, Philadelphia 2
Philadelphia State Hospital, Philadelphia 1
Pittsburgh Hospital, Pittsburgh 3
Presbyterian Hospital, Philadelphia 9
Presbyterian Hospital, Pittsburgh 12
Reading Hospital, Reading 8
Sacred Heart Hospital, Allentown 6
Sacred Heart Hospital, Norristown 5
Saint Christopher's Hospital for Children, Philadelphia 6
Saint Francis General Hospital and Rehabilitation Institute, Pittsburgh 16
Saint John's General Hospital, Pittsburgh 3
Saint Joseph's Hospital, Lancaster 7
Saint Joseph's Hospital, Philadelphia 2
Saint Joseph's Hospital, Reading 3
Saint Luke's Hospital, Bethlehem 2
Saint Luke's and Children's Medical Center, Philadelphia 3
Saint Margaret Memorial Hospital, Pittsburgh 3
Saint Vincent's Hospital, Erie 5
Scranton State Hospital, Scranton 1
Sharon General Hospital, Sharon 5
Skin and Cancer Hospital of Philadelphia 2
South Side Hospital, Pittsburgh 4
Temple University Hospital, Philadelphia 17
Uniontown Hospital, Uniontown 4
University of Pennsylvania, Hospital of, Philadelphia 38
Western Pennsylvania Hospital, Pittsburgh 7
Western Psychiatric Institute and Clinic, Pittsburgh 3
Wilkes-Barre General Hospital, Wilkes-Barre 3
Williamsport Hospital, Williamsport 2
Woman's Hospital, Philadelphia 14
Woman's Medical College of Pennsylvania, Hospital of the, Philadelphia 10
York Hospital, York 1

RHODE ISLAND 72

Charles V. Chapin Hospital, Providence 8
Memorial Hospital, Pawtucket 6
Miriam Hospital, Providence 3
Newport Hospital, Newport 5
Rhode Island Hospital, Providence 17
Saint Joseph's Hospital, Providence 13

State Hospital for Mental Diseases, Howard 10
Roger Williams General Hospital, Providence 5
Woonsocket Hospital, Woonsocket 5

SOUTH DAKOTA **11**

Mckennan Hospital, Sioux Falls 6
Sacred Heart Hospital, Yankton 5

TENNESSEE **163**

Baptist Memorial Hospital, Memphis 6
Baptist Hospital, Nashville 11
Baroness Erlanger Hospital, Chattanooga 29
East Tennessee Baptist Hospital, Knoxville 14
Fort Sanders Presbyterian Hospital,, Knoxville 6
Gailor Memorial Psychiatric Hospital, Memphis 2
Holston Valley Community Hospital, Kingsport 1
Memorial Hospital, Chattanooga 7
Memphis Hospitals, City of, Memphis 9
Methodist Hospital, Memphis 1
Nashville General Hospital, Nashville 12
Newell Hospital, Chattanooga 2
Oak Ridge Institute of Nuclear Studies Medical Division, Oak Ridge 11
Saint Joseph Hospital, Memphis 6
Saint Mary's Memorial Hospital, Knoxville 20
Saint Thomas Hospital, Nashville 10
Vanderbilt University Hospital, Nashville 11
Veterans Administration Hospital, Memphis 1
West Tennessee Tuberculosis Hospital, Memphis 4

TEXAS **228**

All Saints Episcopal Hospital, Fort Worth 6
M. D. Anderson Hospital and Tumor Institute 27
Baptist Memorial Hospital, San Antonio 18
Baylor University Hospital, Dallas 16
Children's Medical Center, Dallas 1
Jefferson Davis Hospital, Houston 5
Driscoll Foundation Children Hospital, Corpus Christi.. 7
Gaston Hospital, Dallas 3
Robert B. Green Memorial Hospital, San Antonio 18
Harris Hospital, Fort Worth 1
Hermann Hospital, Houston 2
Hotel Dieu, Sisters' Hospital, El Paso 7
Memorial Hospital, Houston 6
Methodist Hospital, Dallas 3
Methodist Hospital, Houston 9
Parkland Memorial Hospital, Dallas 8
Providence Hospital, Waco 4
Saint Joseph's Hospital, Houston 18
Saint Luke's Episcopal Hospital, Houston 9
Saint Paul's Hospital, Dallas 10
Santa Rosa Hospital, San Antonio 21
Scott and White Memorial Hospital, Temple 13
John Peter Smith Hospital, Fort Worth 1
Texas Children's Hospital, Houston 1
R. E. Thomason General Hospital, El Paso 9
Veterans Administration Hospital, Houston 1
Wichita General Hospital, Wichita Falls 4

UTAH **29**

Holy Cross Hospital, Salt Lake City 2
Latter-Day Saints Hospital, Salt Lake City 7
Primary Children's Hospital, Salt Lake City 1
Saint Benedict's Hospital, Ogden 1
Salt Lake County General Hospital, Salt Lake City..... 14
Veterans Administration Hospital, Salt Lake City 4

VERMONT **19**

Brattleboro Retreat, Brattleboro 4
Dogoesbriand Memorial Hospital, Burlington 1
Mary Fletcher Hospital, Burlington 11
Vermont State Hospital, Waterbury 3

VIRGINIA **113**

Alexandria Hospital, Alexandria 6
Arlington Hospital, Arlington 4
Chesapeake and Ohio Hospital, Clifton Forge 6
Eastern State Hospital, Williamsburg 2
Lewis Gale Hospital, Roanoke 6
Jefferson Hospital, Roanoke 8
Johnston-Willis Hospital, Richmond 7
Lynchburg General Hospital, Lynchburg 1
Mary Immaculate Hospital, Newport News 4
Medical College of Virginia, Richmond 8
Memorial Hospital, Danville 2
Norfolk General Hospital, Norfolk 8
Petersburg General Hospital, Petersburg 10
Richmond Memorial Hospital, Richmond 4
Riverside Hospital, Newport News 14
Saint Elizabeth's Hospital, Richmond 2
Saint Vincent De Paul Hospital, Norfolk 11
Veterans Administration Hospital, Richmond 1
Virginia Hospital, University of, Charlottesville 7
Winchester Memorial Hospital, Winchester 2

WASHINGTON **63**

Children's Orthopedic Hospital, Seattle 1
Doctors Hospital, Seattle 4
Firland Sanatorium, Seattle 2
King County Hospital, Seattle 5
Virginia Mason Hospital, Seattle 2
Mount View General Hospital, Tacoma 5
Providence Hospital, Seattle 7
Sacred Heart Hospital, Spokane 9
Saint Joseph Hospital, Tacoma 6
Saint Luke's Hospital, Spokane 5
Seattle General Hospital, Seattle 4
Swedish Hospital, Seattle 5
Tacoma General Hospital, Tacoma 8

WEST VIRGINIA **118**

Beckley Hospital, Beckley 4
Bluefield Sanatarium, Bluefield 4
Broaddus Hospital, Philippi 5
Camden-Clark Memorial Hospital, Parkersburg 6
Charleston General Hospital, Charleston 16
Chesapeake and Ohio Hospital, Huntington 7
Cabell Huntington Hospital, Huntington 9
Kanawha Valley Hospital, Charleston 9
Memorial Hospital, Charleston 6
Ohio Valley General Hospital, Wheeling 20
Saint Mary's Hospital, Clarksburg 1
Saint Mary's Hospital, Huntington 18
Weirton General Hospital, Weirton 6
Wheeling Hospital, Wheeling 7

WISCONSIN **177**

Columbia Hospital, Milwaukee 13
Evangelical Deaconess Hospital, Milwaukee 23
La Crosse Lutheran Hospital, La Crosse 9
Luther Hospital, Eau Claire 5
Madison General Hospital, Madison 6
Mercy Hospital, Janesville 7
Methodist Hospital, Madison 4
Milwaukee Children's Hospital, Milwaukee 1
Milwaukee County Hospital, Milwaukee 13
Milwaukee Hospital, Milwaukee 5
Milwaukee Sanitarium Foundation,Wauwatosa 3
Misericordia Hospital, Milwaukee 1
Mount Sinai Hospital, Milwaukee 16
Saint Agnes Hospital, Fond Du Lac 1
Saint Francis Hospital, La Crosse 6
Saint Luke's Hospital, Milwaukee 21
Saint Mary's Hospital, Madison 7
Saint Mary's Hospital, Wausau 2
Saint Michael Hospital, Milwaukee 14
University Hospital, Madison 19
Veterans Administration Center, Wood 1

PUERTO RICO **3**

Arecibo District Hospital, Arecibo 1
Bayamon District Hospital, Caparra Heights 1
Presbyterian Hospital, Santurce 1

TABLE IX

COMPANIES REPORTING FOREIGN INDUSTRIAL TRAINEES—1959-60

Total ..... **4,846 Trainees**

A. B. Dick International Company, Chicago, Illinois 4
Addressograph-Multigraph Corporation, Cleveland, Ohio 10
Allis-Chalmers Manufacturing Company, Milwaukee, Wisconsin 4
Aluminum Company of America, Pittsburgh, Pennsylvania 15
American Brake Shoe Company, New York 3
American-Standard, New York 7
Ampex Corporation, Redwood City, California 16
A. O. Smith International C. A., Milwaukee, Wisconsin .. 12
A. P. Green Firebrick Company, Mexico, Missouri 3
Arabian American Oil Company, New York 6
Armstrong Cork Company, Lancaster, Pennsylvania 5
Atlas Powder Company, Wilmington, Delaware 9
Bendix Aviation Corporation, New York 81
B. F. Goodrich Company, Akron, Ohio 7
Black & Decker Manufacturing Company, Towson, Maryland 8
Burroughs Corporation, Detroit, Michigan 44
California Texas Oil Corporation, New York 93
Cargill Incorporated, St. Paul, Minnesota 23
Caterpillar Tractor Company, Peoria, Illinois 541
Champion Paper and Fibre Company, Hamilton, Ohio .. 1
Chesebrough-Pond's Incorporated, New York 2
Chrysler Corporation, Detroit, Michigan 2
Cincinnati Milling Machine Company, Cincinnati, Ohio 10
Continental Can Company, Incorporated, New York 3
Corn Products Company, New York 14
Corning Glass International, Corning, New York 45
Creole Petroleum Corporation, New York 47
Cutler-Hammer International, C.A., Milwaukee, Wisconsin 5
Cutter Laboratories, Berkeley, California 2
Dewey & Almy Overseas Division, Cambridge, Mass. 16
Dorr-Oliver Incorporated, Stamford, Connecticut 2
Dow Chemical International Limited S.A., Midland, Michigan 9
Dow Corning Corporation, Midland, Michigan 8
EBASCO International Corporation, New York 12
E. I. du Pont de Nemours & Company, Wilmington, Delaware 86
EIMCO Corporation, Salt Lake City, Utah 9
Eli Lilly International Corporation, Indianapolis, Indiana 38
First National Bank of Boston, Boston, Massachusetts .. 6
FMC International, San Josè, California 4
Ford Motor Company, Dearborn, Michigan 30
Freeport Sulphur Company, New Orleans, Louisiana 3
General Motors Overseas Operations, New York 233
General Tire & Rubber Company, Akron, Ohio 12
Gillette Company, Boston, Massachusetts 1
Glidden International C.A., Cleveland, Ohio 5
Goodyear International Corporation, Akron, Ohio 23
International General Electric Company, New York ..2,194
International Harvester Export Company, Chicago, Illinois 11
J. I. Case International, S.A., Racine, Wisconsin 18
Johns-Manville Incorporated, New York 10
Kimberly-Clark Corporation, Neenah, Wisconsin 9
Koppers Company Incorporated, Pittsburgh, Pennsylvania 4
Libbey-Owens-Ford Glass Company, Toledo, Ohio 1
Libby McNeill & Libby, Chicago, Illinois 2
Lummus Company, New York 2
Merck Sharp & Dohme International, New York 32
Miles International, Elkhart, Indiana 1
Minnesota Mining and Manufacturing Company, Minneapolis, Minnesota 2
Mobil International Oil Company, New York 54
M. W. Kellogg Company, New York 4
Norton Company, Worcester, Massachusetts 5
Ortho Pharmaceutical Corporation, Raritan, New Jersey. 1
Otis Elevator Company, New York 42
Pan American World Airways, Long Island City, New York 214
Pepsi-Cola International, New York 4
Pfaudler Permutit Incorporated, Rochester, New York.. 8
Pfizer International Incorporated, New York 6
Philco International Corporation, Philadelphia, Pennsylvania 2
Procter and Gamble Company, Cincinnati, Ohio 102
Radio Corporation of America, Clark, New Jersey 15
Raytheon Company, Waltham, Massachusetts 14
Remington Rand International, New York 45
Revlon International Company, New York 7
Rohm & Haas Company, Philadelphia, Pennsylvania ... 15
Schering Corporation, Bloomfield, New Jersey 20
Scott Paper Company, Chester, Pennsylvania 2
Seven-Up Export Corporation, New York 2
Signode Steel Strapping Company, Chicago, Illinois 1
Singer Manufacturing Company, New York 17
Smith Kline & French Overseas Company, Philadelphia, Pennsylvania 35
Square D Company, Secaucus, New Jersey 1
Standard Oil Company, New York 81
Standard Vacuum Oil Company, New York 71
Texas Instruments Incorporated, Dallas, Texas 1
Timken Roller Bearing Company, Canton, Ohio 20
Toledo Scale, Toledo, Ohio 7
United Fruit Company, Boston, Massachusetts 2
United Shoe Machinery Company, Boston, Massachusetts 10
Upjohn International Operations, Kalamazoo, Michigan. 4
Westinghouse Air Brake Company, Wilmerding, Pennsylvania 33
Westinghouse Electric International Company, New York 25
William Wrigley Jr., Company, Chicago, Illinois 5
Worthington Corporation, Harrison, New Jersey 28
W. R. Grace and Company, New York 15
Wyeth International Limited, Philadelphia, Pennsylvania 36
Yale & Towne Manufacturing Company, New York 9
Anonymous (Corporate name withheld upon request).... 78

The INSTITUTE OF INTERNATIONAL EDUCATION is a non-profit agency which initiates and administers exchange of persons programs between the United States and 86 countries. Approximately 6,000 students, teachers, technicians and specialists study or train in a country other than their own each year through its programs.

Founded in 1919, the Institute is a private, tax-exempt corporation. It depends upon foundations, corporations, educational institutions and individuals to support its work.

Gifts and bequests from friends of the IIE may be made in the following manner:

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If desired, a gift or bequest may be made limiting its use to the income thereof, in which case it will be added to the "general endowment funds" of the Institute. Similarly, gifts or bequests may be made "in memory of ...."," which phrase should follow the amount of the gift or bequest.

Gifts and bequests for a particular use or purpose, such as international scholarships, are also needed and welcome.

Further information about gifts and bequests may be obtained from the President of the Institute, Kenneth Holland, or from the Chairman of the Committee on Bequests of the Board of Trustees, Stephen P. Duggan, Jr., at 1 East 67th Street, New York 21, N. Y.

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SOUTHWEST OFFICE
731 TEXAS NATIONAL BANK BLDG.
1300 MAIN STREET
HOUSTON 2, TEXAS

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WEST COAST OFFICE
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SAN FRANCISCO 2, CALIFORNIA

Institute of International Education

Supplement to the Annual Report 1960

SCHOLARSHIPS, FELLOWSHIPS AND OTHER AWARDS

Awards to United States Students

Public Programs

Austrian Government Program. Four grants given through the Ministry of Education covered tuition and maintenance for study in Austrian institutions of higher education.

Bavarian Ministry of Education and Culture Program. Five grants covered maintenance and tuition for study at the Universities of Munich and Erlangen, the music academy in Munich and the Technical School in Munich.

Canada Council Program. Five fellowships provided tuition, round-trip travel and $2000 each for study in the arts, humanities or social sciences at Canadian universities offered by the Canada Council for the encouragement of the arts, humanities and social sciences.

Danish Government Program. Three grants given through the Ministry of Education provided maintenance and tuition for study in Danish institutions of higher education.

French Government Program. Twenty-five grants, given through the French Ministry of Foreign Affairs, covered maintenance and tuition for study in French universities; and 40 assistantships with stipends, for part-time teaching in French secondary schools and teacher-training institutions, were given through the Office National des Universites et Ecoles Françaises of the French Ministry of National Education.

German Government Program. Forty grants covered maintenance, tuition and round-trip travel between New York and Germany for study in institutions of higher learning in Western Germany. They were given by the Federal Republic of Germany and administered by the Deutscher Akademischer Austauschdienst.

Irish Government Program. Three grants covered maintenance, tuition and round-trip travel for study in Irish institutions of higher education. They were provided by the Irish Government and administered by An Bord Scolareachtai Comalairte with the cooperation of the Board of Foreign Scholarships of the United States.

Israeli Government Program. One grant covered maintenance and tuition for study or research in an institution of higher learning through the Ministry of Education.

Italian Government Program. The Ministry of Foreign Affairs provided 15 grants for study or research. These grants covered maintenance and tuition.

Mexican Government Program. The Mexican-U.S. Commission on Cultural Cooperation provided 13 grants covering tuition and maintenance for study at the Universidad Nacional Autonoma de Mexico.

Netherlands Government Program. The Ministry of Education, Arts and Sciences provided 3 grants covering maintenance and tuition for study in institutions of higher education in the Netherlands.

Polish Government Program. Fifteen awards offered through the Ministry of Higher Education for study in selected Polish universities, provided tuition, living accommodations on the university campus, a monthly allowance of 2400 zlotys (about $100) and medical care.

Swedish Government Program. Three grants covered maintenance and tuition for study at approved institutions of higher education in Sweden.

U.S. Government (Fulbright) Program, Public Law 584. There were 862 grants in foreign currencies, covering travel, tuition, maintenance and other expenses, awarded for study in institutions of higher education in Argentina, Australia, Austria, Belgium, Brazil, Burma, Chile, Denmark, Ecuador, Finland, France, Germany, Greece, Iceland, India, Israel, Italy, Japan, the Netherlands, New Zealand, Norway, Peru, the Philippines and the United Kingdom. To supplement other awards 80 U.S. students received travel grants under the Fulbright program to Austria, Denmark, France, Germany, Iceland, Italy and the Netherlands.

U.S. Government Program. (Inter-American Cultrual Convention) (Public Law 355). Two U.S. graduate students each year are awarded grants by the following countries: Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru and Venezuela. (In 1959 Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Honduras, Nicaragua, Panama and Paraguay did not participate in the program.) The host country provides full or partial maintenance and tuition, and the United States government pays travel costs.

U.S. Government Program, (Public Law 402) Poland. Four travel awards were available to American students for travel to and from Poland, to supplement Polish Government Awards for study in Polish universities. The awards provided tuition, living accommodations on the university campus, a monthly allowance of 2400 zlotys and medical care.

U.S. Government Program, (Public Law 402) Rumania. The U.S. State Department will provide round-trip international travel for the U.S. students who participate on a reciprocal basis in this newly-initiated program. The Rumanian government will provide tuition and maintenance for those students selected. Three Americans have been nominated for study.

U.S. Government (Smith-Mundt) Program, (United States Information and Educational Exchange Act of 1948, Public Law 402). There were 41 grants covering travel, tuition, maintenance and other expenses awarded for study in institutions of higher education in Colombia, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Paraguay and Venezuela.

Private Programs

Brazil

Brazilian-American Cultural Institute granted a nine-month tuition and maintenance fellowship at the University of Sao Paulo.
The alumni Club of Porto Alegre awarded a nine-month fellowship at the University of Rio Grande de Sul including round-trip transportation, tuition and maintenance.

Cuba: Father Felix Varela Fellowships. Civil disturbances in Cuba caused the temporary discontinuance of the Cuban-American Cultural Institute's annual fellowship for study at a Cuban university.

Germany

Aachen Technische Hochschule Fellowship. One grant covered maintenance and tuition for study at the Aachen Technische Hochschule.

Amerika-Kreis Muenster and University of Muenster Award. One grant covered maintenance and tuition for study at the University of Muenster.

University of Cologne Fellowship. One grant provided maintenance and tuition for study at the University of Cologne.

The Deutscher Akademischer Austauschdienst Program. Ten grants covered maintenance and tuition for study in institutions of higher education in the Federal Republic of Germany.

Free University of Berlin Program. Two grants provided maintenance and tuition for study at the Free University of Berlin.

The Germanistic Society of America Fellowships. Two grants provided maintenance and tuition for study in institutions of higher learning in the Federal Republic of Germany.

Italy

Award of the Collegio Borromeo, Pavia. One grant covered maintenance and tuition for study at the University of Pavia.

Award of the Collegio Ghislieri, Pavia. One grant covered maintenance and tuition for study at the University of Pavia.

Award of the Scuola Normale Superiore, Pisa. One grant covered maintenance and tuition for study at the Scuola Normale Superiore.

FIAT Corporation Fellowships. Two grants provided maintenance, tuition for study at the Polytecnico of Turin, and practical training in automobile and airplane factories operated by FIAT.

University of Padua Fellowships. Two grants provided maintenance and tuition for study at the University of Padua.

Switzerland

American-Swiss Foundation for Scientific Exchange. One grant covering maintenance was awarded for study at a Swiss institution of higher learning.

Swiss Friends of the U.S.A. One grant covered maintenance for study at a Swiss institution of higher learning. The tuition was provided by the institution.

Universities of Bern, Fribourg, Geneva, Lausanne, Zurich, and the Federal Institute of Technology. Together offered 12 grants covering maintenance and tuition to American students.

Summer Study Programs

Adolph Morsback Scholarships. The Deutscher Akademischer Austauschdienst provided two students who received grants for the following academic year with maintenance and tuition for German language study, during the summer, at a university or language institute in the Federal Republic of Germany.

British Universities Summer Schools Program. Three grants for the full school fee and 10 grants for one-half of tuition and maintenance were given to Americans for study at the Universities of Birmingham (at Stratford-upon-Avon), Edinburgh, London and Oxford.

German Language and Cultural Seminar Salzburg Program. The Austro-American Society provided 8 grants covering maintenance and tuition for study at the German Language and Cultural Seminar, Salzburg.

University of Vienna Summer School Program. Seven grants covering maintenance and tuition and 3 grants providing one-half of maintenance and tuition costs were given for study at the Summer School of the University of Vienna in Strobl, Austria.

Awards to U.S. Students and Foreign Students

Private Programs

Hattie M. Strong Foundation Fellowship Program. One American graduate student, recommended by his academic institutions, and another American graduate student who received a renewal of his previous year's grant spent one year doing study and research in Taiwan and Ghana, respectively. Grants-in-aid also went to four African students, two from Nigeria and one each from the Central Africa Federation and the Union of South Africa for study in the United States.

Awards to Foreign Students

Public Programs

German Government Program. Small supplementary grants were given to nineteen German students who had received scholarships at institutions in the United States but who did not have sufficient personal funds. This grant was made by the Foreign Ministry through the Deutscher Akademische Austauschdienst.

Irish Government Program. Five Irish students studied in the United States during 1959-1960. Three of them received U.S. government grants, one received a tuition award and one held a teaching assistantship.

Student Program for the Ryukyu Islands (Public Law 547). Administration Ryukyu Islands (ARI) funds from the Department of the Army provided grants covering maintenance, tuition and travel expenses for 24* and travel expenses for 2 Ryukyuan students.

U.S. Government Program: Finnish Student Exchange Program (Public Law 265). Payments by Finland on her World War I debt provided grants covering maintenance and tuition expenses for 30* graduate students from Finland. These students also received Fulbright travel grants.

U.S. Government (Fulbright) Program (Public Law 584). IIE supervised grants in foreign currencies covering the cost of travel for 1,276* students from Australia, Austria, Belgium, Brazil, Burma, Chile, Colombia, Denmark, Ecuador, Federation of Rhodesia and Nyasaland, Finland, France, Germany, Greece, Iceland, India, Iran, Iraq, Ireland, Israel, Italy, Japan, the Netherlands, New Zealand, Nigeria, Norway, Pakistan, Paraguay, Peru, Philippines, Spain, Taiwan, Thailand, Turkey, United Kingdom and U.K. Colonial Territories.

U.S. Government Inter-American Cultural Convention (Public Law 355). Latin American graduate students receive grants annually for study in the United States. Host countries provide maintenance and tuition and the home country pays for travel costs. The participating countries are: Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Guatemala, Haiti, Mexico, Nicaragua, Panama, Paraguay and Venezuela. In 1959, 18 grants were issued.

U.S. Government Program (Smith-Mundt) (United States Information and Educational Exchange Act of 1948, Public Law 402). Grants covering full or partial expenses in the United States and the cost of travel for 201* students from Aden, African Trust Territories, Bolivia, Brazil, British East Africa, Burma, Cambodia, Ceylon, Costa Rica, Cuba, Dominican Republic, El Salvador, Federation of Rhodesia and Nyasaland, Ghana, Guatemala, Haiti, Honduras, Indonesia, Jordan, Korea, Laos, Liberia, Libya, Malaya, Malta, Mexico, Morocco, Nepal, Nicaragua, Nigeria, Panama, Peru, Poland, Sudan, Tunisia, Union of South Africa, United Arab Republic, Uruguay, Venezuela and Vietnam.

U.S. Government (Joint Smith-Mundt Fulbright Travel Grant Program). Grants covering expenses in the United States and the cost of travel for 242* students from Agrentina, Austria, Belgium, Brazil, British East Africa, Burma, Chile, Colombia, Denmark, Ecuador, France, Greece, Iceland, India, Iran, Ireland, Italy, Japan, Malta, New Zealand, Pakistan, Paraguay, Peru, Philippines, Spain, Taiwan, Thailand and Turkey.

U.S. Government Program (Public Law 402), Poland: Two Polish students studied in the U.S. during 1959-60; one student received all expenses except international travel and the other was on a full grant.

UNESCO Program. Grants covered expenses in the United States and the cost of travel for 38 students from Argentina, Australia, Burma, China, Colombia, Denmark, Egypt, Finland, Indonesia, Iraq, Israel, Italy, Jordan, Korea, Mexico, Pakistan, Panama, Poland, Sweden, Thailand and Yugoslavia.

Foreign Students

Private Programs

Polish Scholarship Development Program was initiated in 1959-60, with five Polish students studying in the U.S. under its provisions. Under this program, full tuition, board and room awards are provided by the universities; round-trip international travel is paid by the Polish Government, and domestic travel insurance and a small monthly allowance for incidental expenses is provided by a private donor.

Yugoslav Scholarship Development Program was initiated in 1959-60, with five Yugoslav students studying in the U.S. under its provisions. Under this program, full tuition, board and room awards are provided by the universities; round-trip international travel is paid by the Yugoslav Government; and domestic travel insurance and a small monthly allowance for incidental expenses is provided by a private donor.

SPECIAL PROGRAMS

Public Programs

UNESCO Czechoslovakia. One grant enabled a Czechoslovakian musician to spend six weeks at the Berkshire Music Festival in Tanglewood, Massachusetts.

UNESCO Fellowships. Grants for eight specialists from three European countries, Australia, Israel and New Zealand to pursue programs of academic study, observation and specialized training lasting from a few months to a year or more in the United States.

UNESCO Fellowships. These fellowships enabled 35 specialists from Asia-Africa to pursue programs of academic study, observation and specialized training in the United States in fields varying from electronics to theatre arts.

UNESCO Fellowships and Technical Assistance Program. Grants were awarded to eight specialists from seven Latin American countries for study, specialized training or observation in the United States.

UNESCO-Poland. One scholar, who had previously been in the United States on a Unesco grant to study the history of knowledge, returned to complete his work.

UNESCO-Yugoslavia. Four specialists from Yugoslavia traveled in the United States during 1959.

United States Government (Fulbright) Program (Public Law 584). Travel grants in foreign currencies were given to eight Atlantique Fellows.

Venezuelan Rural Teacher Training Center Project. IIE cooperated with the Venezuelan Ministry of Education on this three-year project which was financed partly by the Creole Foundation. Two American education specialists collaborated with a Venezuelan experimental nucleus school director to improve teaching methodology, curriculum, texts and on-the-job training of unitary school teachers of the elementary grades.

Private Programs

Atlantique French-American Exchange Programs. Twenty awards were given to students and trainees in the fields of social work, nursing, physical and occupational therapy and architecture (including 7 renewals) to come to the United States and for one American to teach in France.

Bruem Foundation Project: Three History Masters from the United Kingdom came to the United States for a first-hand impression of this country's historical heritage as well as an impression of the contemporary scene; to visit places of historical interest, schools and universities.

Council on Economic and Cultural Affairs Fellowship Program. Professors and research workers in the fields of agricultural economics and extension education from five Asian countries were awarded 20 fellowships for advanced study at American universities. In addition 13 fellows were granted extension of their previous awards. This program also awarded short-term grants to 16 professors and students from Asian countries who were already in the United States for a summer seminar in the agricultural economics of underdeveloped areas.

International Debate Program. Two American debaters toured the United Kingdom under the auspices of the English-Speaking Union in Great Britain, the Speech Association of America and the IIE. In the fall of 1959, two graduates of Cambridge University made a debating tour of the eastern states, and in the spring a debating team from New Zealand toured colleges and universities in the western United States.

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*Does not include extensions or renewals.

International Music Competitions. Five young American professional musicians were given assistance to enable them to take part in two international music competitions, the Chopin Competition in Warsaw and the Queen Elizabeth of Belgium Competition in Brussels.

Kaufmann International Design Award. An annual award of $20,000, and a symbol, to be given for the first time in 1960 for an outstanding record of achievement in the practice of design. The award, on this occasion, is intended for an individual or group whose work over many years has contributed directly to the character of present-day design in its artistic, as well as its educational, social and technical aspects.

Lafayette Fellowship Program. Three French graduate students of business administration received maintenance and tuition at an American university, and international and domestic travel expenses. Five grantees of the previous year, in the physical and social sciences and business administration completed the second and final year of their grant.

Nigerian Medical Education Project. A Nigerian student, whose medical education is being aided by a private donor, is continuing his studies at the University of Kiel in West Germany.

Seminars on the Soviet Union. To coordinate the wealth of material in the cultural, educational and technical fields brought back by the more than 1,000 Americans who had been in the Soviet Union since the signing of the Lacy-Zaroubin agreement in 1958, IIE arranged a series of seminars for the exchange and evaluation of this material. Three seminars, each attended by approximately 50 persons, have been held and a fourth meeting is planned. The Foundation for Youth and Student Affairs, the Ottinger Foundation and the Rockefeller Foundation covered the administrative cost of these seminars.

Spanish Specialists. The Institute provided funds for six to eight months of advanced training in the United States for three Spanish specialists. One grantee was in the field of economics, one in psychiatry and one in sculpture.

Soviet Governor's Project. The Institute of International Education and the Executive Committee of the Governor's Conference sponsored the trip of 12 Soviet government officials in the United States. Financed by the Soviet Union, the tour included visits to state capitals and points of interest in Colorado, Florida, Idaho, Illinois, New Jersey, New York, North Dakota, Pennsylvania, Utah, Washington, D.C. and West Virginia.

Roger L. Stevens Award. A veterinarian from the United Kingdom came to the United States to address a national meeting of veterinarians in Washington, D.C.

Tinker Foundation Program. General Pedro Aramburu, Provisional President of Argentina after the removal of General Peron, came to the United States for one-month travel and observation program.

William and Tona Shepherd Fellowship Fund. This fund supports exchange between Austria, Germany and the United States in the fields of literature, music and social sciences. One Austrian student received a full fellowship for a year of graduate study of English and American Literature. An Austrian student of sociology received funds to supplement an award from a university and one German student received a full fellowship for post-graduate study of modern history. Three German students of business administration, industrial relations and political science received partial fellowships.

Tong Il Han Educational Fund. Tong Il Han, a young Korean pianist, has completed his high school work and has received a scholarship for continued study at the Juilliard School of Music. A scholarship fund created by the officers and airmen of the U.S. Fifth Air Force in Korea and maintained by contributions from concerts given by "Tong Han" provides for his maintenance in the U.S.

Young Diplomats Project. A government representative to the United States from Nigeria was given the opportunity to study, travel and learn about American thought and activities in the field of his special interests.

Carnegie Corporation

Conference on Higher Education in the American Republics. CHEAR provides selected North and Latin American administrators and university professors an opportunity to visit educational institutions in each other's countries and at its annual Conference considers the educational problems of mutual interest. CHEAR conducted a study of means by which communications among scholars in the Americas could be improved and made a comparative study of higher education in the Americas.

Hong Kong University Librarians Project. Under a grant providing for a total of 4 fellowships, 2 university graduates came to the United States to study library science. They will return to Hong Kong as staff members of the University library.

Ford Foundation

Advanced Management Training Program in the Far East. Fellowships enabled fourteen Indonesians, four Indians and four Pakistanis to attend a brief study and training course conducted by the Harvard Graduate School of Public Administration in Baguio, the Philippines.

Advanced Training in Basic Agricultural Research Bogor: A total of six fellowships in the United States were awarded to Indonesians from the research staff of the Ministry of Agriculture at the Bogor Botanical Gardens. Three students who had completed three-year fellowships in the U.S. returned to Indonesia last fall and one more will return in August. A fifth student, who had a fourteen-month fellowship, is scheduled to return in September. A sixth student, with a sixteen-month fellowship, arrived in the United States early this year.

Bombay-Yale Universities Economics Project. This five-year project intended to intensify teaching and research in monetary and international economics at Bombay University has now completed its second year, during which another American professor undertook a teaching assignment in India and the first of a five-year series of Indian post-doctoral fellows came to the United States for specialized training.

Burma Economic Development Program. Two participants from Burma are pursuing specialized study programs in economics to assist Burma's program of economic development for social progress. Five awards have been granted so far.

Burma Educational Administration Project. The first participant on this project, which provides for overseas training in educational administration for selected career officers from the Burmese Ministry of Education, completed two years of study in the United States and has returned to Burma; a second grantee is completing one year of study and an extension for a second year has been requested; a third participant has been accepted at the University of London for a three year program of study.

Burma Public Administration Project. As part of an over-all grant by the Foundation to the Government of the Union of Burma to assist with the organization and expansion of the in-service training program of the Institute of Public Administration and Management, IIE has purchased books, training material and equipment.

Burma Translation Society Project. The five American consultants to the Burma Translation Society, chief publishing house in Burma producing educational and literacy materials in the Burmese language, have completed their assignments in Rangoon. Five Burmese editors from the Society completed nine-months study and observation tours of American publishing firms. International educational and technical exchange between the Society and the U.S. publishing industry continues under IIE auspices.

Comparative Education Survey of the Americas. As a result of a recommendation of the Council on Higher Education in the American Republics, North American and Brazilian specialists have been selected to conduct, during an eighteen-month period, a survey of higher education in the American Republics.

Ford Travel Study Program. Thirty-three specialists from six European countries and the United States; 20 from Latin America, Puerto Rico and the United States and 97 from Asia-Africa and the United States pursued short-term programs in countries other than their own. One American visited Eastern Europe on this program.

Gokhale Institute Project. This project is part of an over-all grant by the Foundation to the Gokhale Institute of Politics and Economics in Poona, India. To assist in the expansion of their research and training program on Indian social and economic growth, two members of the Institute staff came to the United States for advanced study in economics.

Government of the Union of Burma Project. One fellow studied agriculture in the United States. Four awards have been granted by this project so far.

Harvard-Iran National Plan Organization Project. Ten consultants (7 American) and administrative aides are in Teheran to assist the Iranian National Plan Organization, and two Iranian administrators are studying at American universities. This program is jointly administered by the Harvard School of Public Administration and the IIE.

Harvard Public Service Fellowships. Eleven young government officials from Ceylon, Ghana, India, Indonesia, Malaya, Nigeria, Pakistan and Vietnam studied toward the M.S. degree at the Harvard Graduate School

of Public Administration. At the close of the academic year they made extensive study and observation tours of the United States and Europe.

Indian American Civilization Project. For the purpose of training Indian students with American professors taking the chair of American civilization and social institutions at the University of Delhi, School of International Studies. Three professors have filled this position to date; one professor has just recently completed the position for the current period.

Indian English Language Teaching Institute. As part of an over-all grant by the Foundation to the Government of India to aid secondary education, the British Council and IIE have assumed the responsibility for administering funds for the purchase of training materials.

Indian Handicrafts Project. This continuing project provides short-term consultants to the All-Indian Handicrafts Board of the Ministry of Commerce and Industry, Government of India. One European expert together with three American consultants collaborated on a survey of individual crafts and an overall survey of the design and production problems as a whole in India's handicraft industries.

Indian Institute of Public Administration in New Delhi. A grant to the Indian Institute under which one American professor and one consultant participated as visiting professors at the Institute in support of its program.

Indian Law Institute Project. Under a grant to permit the development of a cooperative program of legal studies between the Indian Law Institute, New Delhi and lawyers and law schools in the United States and other countries, four Americans and two British law school professors participated in the program.

Indian School of International Studies. In conjunction with the Indian American Civilization Project, students at the School of International Studies at the University of Delhi engage in study programs in the United States for a period not to exceed one year. One student has participated in this program.

Indian Urban Planning Project. Seven American specialists, one English specialist and one Indian specialist, composing an urban planning team to study the conditions and needs of the Delhi urban region, to make recommendations for the preparation of a comprehensive plan for its redevelopment, and to train Indian personnel in the preparation of surveys and studies for urban planning, have completed their assignments in India. Final plans have been worked out for the completion, review and publication of a Planning Manual.

Indonesian Educators Tour. Two groups, each consisting of four Indonesian educators, participated in this project, touring the United States and visiting academic institutions. A full-time consultant was appointed for the durating of the project.

Indonesian English Language Teacher Training Project. Of the twenty-nine students who have received fellowships for study in the United States, seventeen returned to Indonesia after receiving Master's degrees in linguistics; five of these students left during the summer of 1959. There are twelve students studying here at the present, and one more will arrive in July, 1960. This project is designed to train Indonesian students in linguistics and the teaching of English as a foreign language. Upon completion of their studies, the students are expected to return to teaching positions in the standard training centers and teacher colleges in Indonesia.

Indonesian FKIP Faculty Training Project. This project was designed to provide thirty-five fellowships to faculty members of teacher training colleges in Indonesia for advanced study in the United States. Twenty-two of the students have completed their grants and returned to teaching positions in Indonesia; three of these students left during the summer of 1959. Of the remaining thirteen, ten are expected to return this year, and the other three will return in 1961.

Indonesian Savings Bank Life Insurance Project. Two representatives from the Indonesian Postal Savings Bank made a study of savings bank life insurance in the United States and in a number of Asian countries.

Japanese American Legal Conference. IIE agreed to provide administrative support for a proposed conference to be held in the United States in September, 1961, in conjunction with the Japanese-American Program for Cooperation in Legal Studies. This conference would be the culminating event of the program, bringing together both the people and ideas that have been involved in the program. It is also contemplated that the principal Japanese participants would spend some additional time in the United States for follow-up studies.

Japanese American Program for Cooperation in Legal Studies. Five Japanese members of program are presently studying in the United States; four of them will return in September, 1960 and the fifth will remain until the summer of 1961. Two American graduate law students are now in Japan. The third American, a professor, completed his studies there this summer. The program Secretary continues his duties in Japan.

Lebanese Rural Teacher Training Project. A grant from the Foundation to the Ministry of National Education and Fine Arts, Government of Lebanon, provided undergraduate and subsequent graduate training for five Lebanese students in preparation for positions as faculty members of the Rural Teachers Training College to be established in Lebanon. Two participants completed their Master's degree programs in agricultural education and industrial art at the University of Tennessee and the University of Florida respectively. Two are completing Master's degrees at Cornell University in Home Economics and Child Development. The fifth grantee has begun his year of graduate work in rural education at the University of Kentucky.

National Council of Applied Economic Research. The Foundation, in April, made a supplementary five-year grant in support of the National Council of Applied Economic Research in New Delhi, India. Under the terms of this grant, it is anticipated that NCAER staff members will study in the United States and that consultants will be sent to India. Under a previous Foundation grant, six consultants, who had been selected by the Stanford Research Institute for short-term assignments with the NCAER in New Delhi, have completed their services – four in the spring of 1959 and two in the summer of 1960.

National Teachers College, Teheran Project. A grant from the Foundation to the National Teachers College, Teheran enabled a senior faculty member to spend four months in the United States on a two-fold mission: to recruit faculty members for the College from among Iranian students completing graduate studies in the U.S., and to observe U.S. programs in community development and adult education.

Pakistan Home Economics Project. A teacher from the Karachi College of Home Economics received a doctor's degree in child development. Four teachers from Lahore and Dacca joined the Oklahoma University Home Economics Program.

Pakistan Institute of Development Economics Project. As part of the Institute's program to expand their library resources, IIE has purchased books and periodicals.

Pakistan National Planning Commission Project. These were ten consultants (7 Americans) in such fields as general economics, economic development, water and power development and transportation and communication economics. Harvard University and IIE administer the project which assists the Government of Pakistan in establishing organizations to plan the social and economic development of the country. Two Pakistani administrators are studying at American universities.

Polish Exchange Program. Seventy-seven specialists and professors were chosen to come to the United States to study, lecture or travel in the fields of the social sciences, humanities, housing and city planning, journalism and library science. Seventeen grantees completed their projects in 1959-60 and returned home; 29 were in the U.S. in September 1959 and 34 more are expected in 1960. Seven American professors and specialists (in the fields of economics, sociology, labor relations and English) visited Poland during 1959-60.

President's Commission on National Education in Pakistan. Under a grant from the Foundation to the Government of Pakistan in support of the Commission on National Education, five consultants (3 Americans and 2 Pakistanis) were selected for short-term assignments with the Commission in Karachi. Their assignments have been duly completed and they have returned to the States.

Rahim Project. A grant to the Ministry of Municipal and Village Affairs in Damascus enabled the Ministry's Chief of Technical Training to spend three months in the United States and Europe observing work being carried out in various community development programs.

Seminar on Indian Urbanization. Eight Indian specialists in urbanization and related fields joined their American colleagues in a seminar conducted by the University of California to review India's problems in this area.

Social Science Research Methods Training Program. A fourth American professor left for India on a one-year assignment as a visiting professor at Panjab University, Chandigarh, as part of a program to assist in the development of training programs at various Indian university centers in methods of applied social science research.

State University of New York Indonesian Fellowship Program. In the spring of 1960, the

Foundation made a grant to the State University of New York which will enable twenty-five Indonesian fellows to study for Master's degrees in the United States for a period of two years in the general field of teacher education. The students are expected to arrive later this year.

Syrian Government Hospital Project. Four of the five staff members of the Syrian Government Hospital in Damascus received extensions of their grants for a third year of specilaized training in the United States. The fifth program participant returned to her post in the previous year.

Syrian Rural Teacher Training Project. A grant to the Syrian Ministry of Education provided specialized graduate training at the University of Georgia in rural education for five members of the Rural Teachers Training College in Homs, Syria. Two participants have completed their programs and returned to Syria. Three others are continuing their studies.

Turkish National Commission on Education. The Commission completed a study of education on an around-the-world tour and has submitted a report to the Ministry of Education.

Turkish Teachers Graduate Training Program. A grant from the Foundation to the Ministry of Education in Turkey enabled six teachers to come to the United States for graduate work in teacher education. This training is designed to qualify the participants for assignment to the staff of the new four-year teacher training college in Ankara or to other teacher education institutions upon their return to Turkey.

University of Baghdad Library Project. Four librarians from the University completed a year of library study and program of in-service-training in university library schools of the United States.

University of Delhi International Law Project. Under a grant for a three-year program to assist the University of Delhi, Indian School of International Studies, in its international law program, an Australian visiting professor in international law undertook a four-month assignment.

University of Indonesia-University of California Project. Fellowships to 22 Indonesians have been awarded so far to complete course work for graduate degrees in the United States in economics and related fields. Five participants in this program have returned to Indonesia to assume faculty and administrative positions.

University of Istanbul-University of Cornell Project. The Institute assumed responsibility for the administration of four faculty training fellowships for the Institute of Labor and Industrial Relations at the University of Istanbul in cooperation with the New York State School of Industrial and Labor Relations at Cornell University. Three Turkish professors will study in the United States for a period of 15 months and one professor from Cornell will act in an advisory capacity in the department of economics at Istanbul University.

University of Shiraz Faculty of Agriculture Project. A grant to the University of Shiraz enabled the Dean of the Faculty of Agriculture to visit the United States for three months to recruit faculty members from among Iranian students completing graduate work in agriculture and to observe the structure and activities of U.S. university Departments of Agriculture.

University of Wisconsin-University of Gadjah Mada Project. A total of thirteen fellowships for graduate training have been awarded in cooperation with the University of Wisconsin under a grant to strengthen the faculty, curriculum and economics research of the University of Gadjah Mada.

Young Artists Project. Eight young creative writers from Europe and the Near East spent six months in the United States for travel, observation and consultation with American colleagues.

Yugoslavian Exchange Program. Twenty-one leaders and research scholars from Yugoslavia came to the United States to lecture and travel. Four American professors in the fields of general economics, industrial economics, labor relations and sociology visited Yugoslavia.

PRIVATE PROGRAMS

In addition to administering programs for public agencies, IIE assisted the following organizations, foundations, corporations and individuals in selecting students to receive financial assistance. In some cases, IIE administered these grants as well. The educational institutions and corporations that gave financial aid to foreign students through IIE are included in the lists on pages 16 through 22. Sponsors who extended or renewed awards to students who came in a previous year are not included in the listing below.

The majority of the grants given by organizations and individuals were single scholarships or fellowships rather than a program of grants. Many of the grants cover only part of the cost of exchange study, such as tuition or maintenance, and are therefore given in conjunction with other awards. Because of the wide diversity of these grants, no attempt has been made to indicate the number of students aided by each sponsor.

ORGANIZATIONS, FOUNDATIONS, CORPORATIONS AND INDIVIDUALS

The Elias Ahuja Exchange Program
American Home Economics Association
American-Swiss Foundation for Scientific Exchange
Anaconda Copper Company
Asia Foundation
Braniff Airways
CALTEX
Delaware Federation of Women's Clubs
Delta Kappa Gamma
John Dewey Society of Japan
EURPAC Service Company
First Christian Church, Eugene, Oregon
German Foreign Office
Good Samaritan Foundation, Inc.
Illinois Federation of Women's Clubs
Indiana Federation of Women's Clubs
Iowa Federation of Women's Clubs
Johnson Foundation
Lafayette Foundation
Max Kade Foundation, Stuttgart
Minnesota Mining and Manufacturing Company
Missouri Federation of Women's Clubs
Moa Bay Mining Company
Netherlands American Foundation, Inc.
New Jersey Federation of Women's Clubs
Samuel Roberts Noble Foundation
Ohio Federation of Women's Clubs
Olivetti Corporation
Sir Ernest Oppenheimer
Oregon Federation of Women's Clubs
Overseas Neighbors, Inc., Montclair, New Jersey
Pan American World Airways
PANAGRA
Refineria Panama, S.A.
Pennsylvania Federation of Business and Professional Women's Clubs
Quota Club International
Rotary Clubs:
- Buffalo, New York
- Chula Vista, California
- Dickinson, North Dakota
- Encinitas, California
- Lincoln, Illinois
- Long Beach, California
- Norfolk, Virginia
- Raleigh, North Carolina

Rotary Districts:
- District 587
- District 651
- District 709
- District 712
- District 771

Rotary Educational Foundation of Georgia
William and Tona Shepherd Fellowship Fund
F. M. S. Shu
Hattie M. Strong Foundation
Texas Federation of Women's Clubs
Virginia Federation of Women's Clubs
Wesley Foundation
West Virginia Federation of Women's Clubs
Washington State Federation of Women's Clubs
Thomas Wright

CAMPUS ORGANIZATIONS

University of Arizona
- Chi Omega

Bowdoin College
- Alpha Delta Phi
- Delta Kappa Epsilon
- Delta Sigma
- Kappa Sigma
- Psi Upsilon
- Sigma Nu
- Theta Delta Chi

University of California, Berkely
- International House

University of Colorado
- Alpha Delta Pi
- Delta Gamma
- Delta Upsilon
- Pi Beta Phi
- Zeta Tau Alpha

Cornell University
- Alpha Phi
- Chi Gamma
- Delta Gamma
- Phi Delta Theta

Drake University
- Delta Gamma

Fresno State College
- Pan-Hellenic Association

Georgia Institute of Technology
- World Student Fund

Grinnell College
- Student Council

University of Illinois
- Delta Gamma
- Delta Upsilon

State University of Iowa
Interfraternity Council

University of Kansas
Acacia
Alpha Chi Omega
Alpha Tau Omega
Beta Theta Pi
Delta Chi
Delta Upsilon
Foster Hall
Gamma Phi Beta
Jolliffe Hall
Kappa Alpha Tau
Miller Hall
Gertrude Sellards Pearson Hall
Jospeh L.R. Pearson Hall
Phi Gamma Delta
Phi Kappa Psi
Pi Beta Phi
Sellards Hall
Sigma Chi
Sigma Nu
Sigma Phi Epsilon
Stevenson Hall
Tau Kappa Epsilon
Watkins Hall

Kent State University
Delta Gamma
Delta Upsilon

Lawrence College
Delta Gamma

Montana State University
Alpha Phi
Delta Delta Delta
Delta Gamma
Phi Kelta Theta
Sigma Phi Epsilon

Ohio Wesleyan University
Delta Gamma

Oregon State College
Interfraternity Council

University of Oregon
Alpha Delta Phi
Cambell Club
Canard Club
Carson Hall
Chi Psi
Delta Delta Delta
Delta Tau Delta
Delta Zeta
Freshmen Men's Dormitory
Phi Kappa Psi
Pi Beta Phi
Sigma Chi
Sigma Kappa
Sigma Nu
Sigma Phi Epsilon
Theta Chi
University Cooperative House

Pennsylvania State University
Delta Gamma

Purdue University
Delta Upsilon

University of Texas
Alpha Chi Omega
Delta Gamma
Kappa Kappa Gamma
Pi Beta Phi

State College of Washington
Acacia
Phi Kappa Tau
Regents Dormitory

Union College
Chi Psi
Delta Phi
Delta Upsilon
Kappa Nu
Phi Gamma Delta
Psi Upsilon
Sigma Chi
Sigma Phi

University of Washington
Alpha Delta Pi
Alpha Gamma
Alpha Gamma Delta
Alpha Xi Delta
Beta Theta Pi
Chi Omega
Delta Upsilon
Gamma Phi Beta
Phi Delta Theta
Zeta Psi

University of Wisconsin
Pan-Hellenic Association

PUBLICATIONS

Open Doors 1960: The Institute's report on international educational exchange presents statistics on foreign students, physicians and faculty members on academic assignment in the United States and U.S. faculty who have studied abroad during the 1959-1960 academic year. This year, a sample survey was made of 315 selected corporations who have foreign citizens with them for management or technical training.

Meet the U.S.A.: A comprehensive introduction and guide to American customs, institutions, culture and government regulations for foreign visitors. A practical section explains U.S. college and university procedures.

English Language and Orientation Programs in the United States: A listing of institutions of higher learning in the U.S. which offer orientation courses and English language classes for the newly-arrived foreign student, trainee or visitor during the academic year or during the summer months.

Academic Programs Abroad: An Exploration of Their Assets and Liabilities: A report on the material discussed at a conference, held at Mount Holyoke College, which analyzed and examined the many facets of the undergraduate experience abroad.

College and University Programs of Academic Exchange: The twelfth statement of the Committee on Educational Interchange Policy presents suggestions for the study of exchanges of students, faculty and short-term visitors.

Report of the IIE Seminar on Education in the Soviet Union: A report of the material and recommendations for future exchange programs with the U.S.S.R. discussed at a seminar of educators who had recently returned from the Soviet Union.

News Bulletin: The Institute's monthly magazine published articles and reports in all fields of exchange from September 1959 through May 1960, with special issues devoted to exchanges in business and industry and the Fulbright Program.

Handbook for IIE-Related Students from Abroad: A booklet for foreign students who study under the auspices of the Institute describing procedures to be followed on arrival in the U.S. and at academic institutions.

Fellowships Offered by Foreign Governments, Universities and Private Donors 1961-62: A list of fellowships and scholarships administered by the Institute and available to U.S. students interested in study abroad.

Summer Study Abroad 1960: Annual listing of summer study opportunities for Americans at foreign universities.

United States Government Grants 1961-62: Graduate study awards under the Fulbright Act, the Inter-American Cultural Convention and the Smith-Mundt Act.

COOPERATING COMMITTEES

The members of the committees listed below, giving generously of their time and their knowledge of a special field of study, geographic area, or educational system, made valuable contributions last year to the educational exchange programs administered by IIE.

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Rutgers University

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Yehudi Wyner
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Carl Schurz Memorial Foundation, Inc.

James B. Hellmuth
France-America Society, Inc.

Hartley Howes
The English-Speaking Union

Franz Martin Joseph
American European Foundation, Inc.

Vincent Milligan
French Institute

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E. Clark Stillman
Belgian American Foundation

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American Scandinavian Foundation

Frank Stuerm
American Society for Friendship with Switzerland

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The colleges, universities, educational institutions and corporations listed below are related in one or several ways to the Institute's student exchange activities for the 1959-1960 academic year. Of these, 585 have IIE-related foreign students in residence or participating in their programs; 333 are institutions at which IIE-related U.S. students received their most recent formal academic training. Indicated below are the numbers of IIE-related foreign students now studying at each institution, and the U.S. students selected from each institution for study abroad. Also included are the corporations which have accepted IIE-related foreign students for practical training.

Many of these institutions are giving financial aid to their foreign students either in the form of tuition scholarships, maintenance or special grants. Asterisks (*) mark the 216 colleges and universities which support their belief in the exchange of persons program by becoming Educational Associates of the Institute. Daggers (†) indicate the nine institutions which held orientation centers in the summer of 1959 for newly-arrived foreign students. These figures are as of June 30, 1960.

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
ALABAMA			
Alabama College	1		
Alabama, University of	7	1	5
Birmingham Southern College	1		
Jacksonville State College	1		
Mobile General Hospital	1		
Spring Hill College			1
ARIZONA			
*Arizona State University	1		1
*Arizona, University of	14		3
ARKANSAS			
Arkansas Polytechnic College			1
*Arkansas, University of	19		3
CALIFORNIA			
Art Center School, The	1		
*California Institute of Technology	17	1	5
California State Polytechnic College	1		
*California, University of			
Berkeley	87		26
Davis	8		
La Jolla	1		
Los Angeles	48	3	16
Riverside		1	
San Francisco	1		1
Santa Barbara		1	2
Claremont Graduate School	4		
*Claremont Men's College	2		
Dominican College of San Rafael	1		
El Camino College	1		
Fresno State College	2		1
General Steamship Company, San Francisco	1		
Holy Names, College of the			1
Long Beach State College	2		1
Los Angeles State College of Applied Arts and Sciences	1	1	
*Loyola University of Los Angeles			1
†*Mills College	1	2	2
Mount Saint Mary's College	1		
*Occidental College	3		2
Orange Coast College	1		
Pacific, College of the	3		
Pacific School of Religion	1		
Palomar College	1		
*Pomona College	1	3	6
*Redlands, University of			
Richfield Oil Corporation, Los Angles	1		
Sacramento State College			1
St. John's College		1	
St. Mary's College			1
St. Vincent's College	1		
San Diego College for Women	1		
San Diego State College	2	2	
San Francisco College for Women			1
San Francisco State College	3		2
San Francisco Theological Seminary	1		
San Francisco, University of	1		
San Jose State College	3		4
Santa Rosa Junior College	1		
*Scripps College	1		1
*Southern California, University of	4		8
Stanford Research Institute	1		
*Stanford University	54		15
Toyota Motor Sales Inc., Los Angeles	1		
White Memorial Hospital	1		
*Whittier College	2		2
COLORADO			
*Colorado College	4		
*Colorado School of Mines	2		
Colorado State University	5		
†*Colorado, University of		2	6
Boulder	29		
Denver	7		
*Denver, University of	12	1	5

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
Mercy Hospital	2		
National Jewish Hospital, Denver	1		
Veterans Administration Hospital	1		
Whitman Gaylord School	1		
CONNECTICUT			
*Albertus Magnus College			
*Bridgeport, University of			1
Central Connecticut State College	1		
Community Hospital, New Haven	1		
*Connecticut College	4		2
Connecticut, University of	3		1
General Life Insurance Company, Hartford	1		
Grace-New Haven Community Hospital, New Haven	1		
Hartford Seminary Foundation	2		
Hospital of San Raphael, New Haven	1		
Lawrence & Memorial Associated Hospital, New Haven	1		
*Trinity College			1
*Wesleyan University	14	1	5
†*Yale University	70	3	47
DELAWARE			
*Delaware, University of	8		2
DISTRICT OF COLUMBIA			
American University	17	1	2
*Catholic University of America	8		2
District of Columbia General Hospital	2		
District of Columbia Teachers College			1
Dunbarton College of Holy Cross	1		
George Washington University	5		
George Washington University Hospital	2		
*Georgetown University	11		4
*Howard University	2		1
Indonesian Embassy	1		
National Academy of Sciences	1		
School of Advanced International Studies of The Johns Hopkins University	4		
U.S. Department of Agriculture Graduate School	1		
FLORIDA			
*Florida State University	5	1	
*Florida, University of	20		4
*Miami, University of	4		3
Rollins College	1		1
GEORGIA			
Atlanta University System			
*Atlanta University			2
Spelman College		1	
Berry College	1		
Columbia Theological Seminary	1		
Crawford W. Long Memorial Hospital, Atlanta	1		
Emory University	1		2
Georgia Institute of Technology	11	1	1
Georgia State College of Business Administration	1		
Georgia State College for Women			1
Georgia, University of	8		
Georgia, Warm Springs Foundation, Warm Springs	1		
Medical College of Georgia	1		
Piedmont Hospital, Atlanta	1		
HAWAII			
†*Hawaii, University of	2	1	3
St. Francis Hospital, Honolulu	1		
IDAHO			
Idaho, College of	1		
Idaho State College			1
Idaho, University of	4		1
ILLINOIS			
Armour Institute of Technology, Chicago	1		
*Augustana College	2		1
Augustana Hospital, Chicago	1		
Augustana Theological Seminary			1
Chicago Theological Seminary	3		
*Chicago, University of	66		16
Concordia Teachers College			1
DePaul University	1		1
Goodman Memorial Theatre, Chicago	1		
Illinois College			2
*Illinois Institute of Technology	12		
Illinois Masonic Hospital, Chicago	1		
*Illinois, University of	90	1	17
*Illinois Wesleyan University			
*Knox College	2		2
*Lincoln College	1		
Loyola University	2		3
MacMurray College	2		1
Michael Reese Hospital, Chicago	1		
*Monmouth College	1		1
*Northern Illinois University	2	1	1
*Northwestern University		1	13
Chicago	6		
Evanston	37		
Roosevelt University			1
*Rosary College			
School of Art Institute			1
School of Nuclear Science & Engineering, Lemont	2		
Seabury Western Theological Seminary	1		
*Southern Illinois University	12		1
Wheaton College	1		
INDIANA			
*Ball State Teachers College	2		
Butler University			1
Christian Theological Seminary, Indianapolis	1		
DePauw University	3		1
*Earlham College	1		
Franklin College of Indiana			1
*Goshen College	2		
Hanover College	1		
Indiana Central College			1
†*Indiana University	78		21
Manchester College			1
*Notre Dame, University of	15		7
*Purdue University	32		1
St. Mary-of-the Woods College			1
*St. Mary's College	1		3
*Valparaiso University			1
Wabash College			1
IOWA			
Clarke College	2		
Coe College	1		
Drake University	1		2
*Grinnell College	2	2	
Iowa State College			1
*Iowa State Teachers College	1		1
*Iowa, State University of	32	1	6
Iowa State University of Science and Technology	19		
Luther College	1		
Mount Vernon College			1
Parsons College	2		
KANSAS			
Bethel College	3		
Emporia, College of			1
*Friends University			
Hesston College	1		
Kansas Medical Center, University of Kansas City	2		
*Kansas State College of Pittsburg			
*Kansas State Teachers College	4		
*Kansas State University of Agriculture and Applied Science	32		3

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
†*Kansas, University of	84		5
McPherson College	1		
St. Benedict's College	1	1	
St. Francis Hospital, Wichita	1		
Washburn University of Topeka	1		
Watkins Memorial Hospital, Lawrence	1		
*Wichita, University of	52		
KENTUCKY			
Berea College	1		
Bible, College of the	1		
Kentucky State College			1
*Kentucky, University of	8		3
Louisville General Hospital	1		
Louisville, University of			2
LOUISIANA			
Louisiana Polytechnic Institute			1
Louisiana State University and Agricultural and Medical College	10		1
Southeast Louisiana Hospital, Manderville	1		
Southwestern Louisiana Institute	2		
*Tulane University of Louisiana	23		6
Xavier University			1
MAINE			
*Bowdoin College	12		
*Colby College	3	1	
*Maine, University of	3	1	1
MARYLAND			
Baltimore City Hospital	4		
*Goucher College	1		3
Hood College		1	
Johns Hopkins Hospital	1		
*Johns Hopkins University	17		8
*Maryland, University of			
Baltimore	1		
College Park	27		
Morgan State College			1
National Institute of Health, Bethesda	1		
Peabody Institute	1		
St. John's College			2
Sinai Hospital, Baltimore	6		
U.S. Naval Hospital, Bethesda	1		
MASSACHUSETTS			
*Amherst College	7	1	4
Andover Newton Theological Seminary	1		
Beme's Associates Inc., Watertown	1		
Beth Israel Hospital, Boston	1		
Boston City Hospital	3		
Boston College	3		2
Boston Conservatory of Music	1		
Boston Museum School of Fine Arts			1
*Boston University	11		6
*Brandeis University	24		7
Children's Hospital, Boston	1		
Children's Medical Center, Boston	1		
*Clark University	6		
Emerson College	1		
Episcopal Theological School	1		
Fletcher School of Law & Diplomacy	3		3
Forsyth Dental Infirmary, Boston	3		
Harvard University	105	4	64
*Holy Cross, College of			1
Jackson College		1	1
Lawrence General Hospital, Lawrence	1		
Lehey Clinic, Boston	1		
Massachusetts General Hospital, Boston	3		
*Massachusetts Institute of Technology	63		17
Massachusetts, University of	6		2
Memorial Hospital, Worcester	1		
*Mount Holyoke College	13		3
New England Center Hospital, Boston	1		
New England Conservatory of Music	4		4
Newton College of the Sacred Heart			1
Perkins Institute, Watertown	2		
Peter Bent Brigham Hospital, Boston	1		
Pine Manor Junior College	2		
Quincy City Hospital, Quincy	2		
Radcliffe College	10	3	15
*Regis College			2
*Simmons College	2		
*Smith College	16	2	4
*Springfield College			
Springfield Hospital, Springfield	2		
State Teachers College, Fitchburg			1
Truesdale Hospital, Fall River	1		
*Tufts University	2		1
Walter M. Gaffney Associates, Hyannis	1		
*Wellesley College	6	5	3
*Wheaton College	2	3	1
Wheelock College	1		
Westfield State Sanitorium, Westfield	1		
*Williams College	2	1	3
Worcester Polytechnic Institute	2		
MICHIGAN			
Albion College			4
Calvin College			1
*Central Michigan University	2		
*Cranbrook Academy of Art	1		7
Detroit, University of	1		1
E. W. Bliss Company, Hastings	1		
Eero Saarinen & Associates, Bloomfield Hills	1		
Ford Motor Company, Dearborn	1		
Harper Hospital, Detroit	1		
Henry Ford Hospital, Detroit	1		
Herman Kiefer Hospital, Detroit	1		
Hope College			1
Kalamazoo College	1		
Lyn Hospital, Detroit	1		
Marygrove College			1
Medical Library Association, Kalamazoo	1		
*Merrill-Palmer School	6		
Michigan College of Mining & Technology	1		
*Michigan State University	17		4
*Michigan, University of	107	4	15
Nazareth College	1		
Pontiac State Hospital, Pontiac	1		
St. John's Hospital, Detroit	1		
Siena Heights College			1
Sundberg-Ferat Industrial Designers, Royal Oak	1		
Touche, Muen, Bailey & Smart, Detroit	1		
*Wayne State University	11		2
*Western Michigan University	5		
MINNESOTA			
*Carleton College			3
Dunwoody Industrial Institute	10		
Gustavus Adolphus College	1		
Hamline University	4		
Macalester College			1
Mayo Foundation for Medical Education	4		
*Minnesota, University of	70	1	14
*St. Catherine, College of	6		5
St. Mary's College	1		1
*St. Olaf College		2	1
St. Teresa, College of			1
Swedish Hospital, Minneapolis	1		
System Analysis, Minneapolis	1		
University Hospital, Minneapolis	1		
Winona State College	1		
MISSISSIPPI			
Millsaps College			2
Mississippi Southern College	1		
Mississippi State College			1
Mississippi State College for Women			1
*Mississippi, University of	3	3	3

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
MISSOURI			
Bank Building Company, St. Louis	1		
Barnes Hospital, St. Louis	1		
*Central Missouri State College			
Concordia Seminary			2
Cottey College	1		
Eden Theological Seminary	1		
Jewish Hospital of St. Louis, St. Louis	1		
*Kansas City, University of			
*Lindenwood College for Women	1		
Missouri School of Mines & Metallurgy	3		
*Missouri, University of	8	1	1
*Northeast Missouri State Teachers College	2		
Northwest Missouri State College	2		
St. Louis City Hospital, St. Louis	1		
St. Louis State Hospital, St. Louis	1		
St. Louis University	5		3
Southeast Missouri State College	3		
Southwest Missouri State College	1		
Stephens College	4	1	
*Washington University	17	3	1
MONTANA			
*Montana State College			2
*Montana State University	7		
Western Montana College of Education	1		
NEBRASKA			
*Hastings College			1
Midland College			1
Nebraska State Teachers College	2		
*Nebraska, University of	8		1
NEW HAMPSHIRE			
Colby Junior College for Women	2		
Crotched Mountain Foundation, Greenfield	1		
*Dartmouth College	9		6
Keene Teachers College	1		
*New Hampshire, University of	1	1	2
NEW JERSEY			
Babies Hospital, Newark	1		
Bell Telephone Laboratory, Murry Hill	1		
Buitoni Foods Corporation, South Hackensack	1		
Douglass College	1		
Drew University	1		
Hackensack Hospital, Hackensack	1		
Montclair State College	1		
Mountainside Hospital, Montclair	1		
New Brunswick Theological Seminary	1		
Princeton Theological Seminary	5		1
*Princeton University	44	5	16
R.C.A., Clark	1		
*Rutgers, The State University	10		4
*St. Elizabeth, College of			
St. Francis Hospital, Trenton	1		
St. Peter's College			2
Shore Memorial Hospital, Somers Point	1		
Stevens Institute of Technology			1
*Trenton State College	1		
Westminster Choir College	1		
NEW MEXICO			
New Mexico Highlands University	3		
New Mexico Institute of Mining & Technology	1		
*New Mexico State University	1		
*New Mexico, University of	12		4
NEW YORK			
*Adelphi College	1	1	1
Albert Einstein College of Medicine	1		
Alfred University	3		
Art Students League of New York	1		1
Bank Street College of Education	1		
Bard College	2	1	
Barstow & Mulligan Consulting Engineers, New York City	1		
Beekman Downtown Hospital, New York City	1		
Bellevue Hospital, New York City	2		
Bellevue Medical Center, New York City	5		
Briarcliff College	1		
Bronx Municipal Hospital Center	1		
Brookhaven National Laboratory, Long Island	1		
Brooklyn College	1	4	
Brooklyn Museum School			3
Brooklyn Polytechnic Institute	1		
*Buffalo, University of	5		
Carnegie Institute of Washington	3		
City College of New York	2	1	2
Claudio Arrau – Rafael de Silva Piano School, New York City	1		
Colgate Rochester Divinity School	1		
*Colgate University	1		1
*Columbia University	115		39
*Barnard College	3	4	7
Columbia College		1	
New York School of Social Work	8		
*Teachers College	29		2
Cooper Union			4
Cornell New York Medical College	3		
*Cornell University	97	2	10
Dalcroze School of Music			1
Deaconess Hospital	1		
Dewey, Ballantyne, Bushby, Palmer & Wood Law Firm, New York City	1		
D'ouville College			1
Eastman Dental Dispensary, Rochester	5		
Ebasco International Corp., New York City	1		
Ellis Hospital, Schenectady	1		
Elmira College	1	1	
First National City Bank, New York City	1		
*Fordham University	2		4
German American Chamber of Commerce, New York City	1		
Grasslands Hospital, Valhalla	1		
*Hamilton College	3		2
Hans Hoffman School of Fine Arts			1
Harrison-Abramowitz, Architects, New York City	1		
High Point Hospital, Port Chester	1		
Hobart & William Smith Colleges	2		
Hobart College		1	2
William Smith College		1	
Hofstra College			1
Hooker Chemical Corporation, Niagra Falls	1		
Hunter College			4
International Standard Electric Corp., New York City	1		
Ithaca College	1		
Jewish Hospital of Brooklyn	1		
*Juilliard School of Music	5		10
*Keuka College	3		
Lincoln Hospital, New York City	2		
Long Island University			1
Lutheran Hospital, Brooklyn	1		
*Manhattan College			
Manhattan Eye, Ear & Throat Hospital	1		
Manhattan School of Music			2
*Manhattanville College of the Sacred Heart			3
Mannes College of Music			6
Marcy State Hospital, Marcy	1		
*Marymount College			1
Montefiore Hospital	2		

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
Mount St. Vincent, College of	1		
Mount Sinai Hospital, New York City	3		
Neighborhood Playhouse			1
New Rochelle, College of	1		
*New School for Social Research	1		5
New York Rehabilitation Hospital, West Haverstraw	1		
New York State Electric & Gas Corporation, Binghamton	1		
*New York University	49		2
Washington Square College		1	5
North Shore Hospital, Long Island	1		
Pace College		1	
Polytechnic Institute of Brooklyn	3		1
*Pratt Institute			1
Queens College		1	5
Queens General Hospital, Jamaica	1		
Queens Hospital Center, Jamaica	3		
Queens Public Library, Jamaica	1		
*Rensselaer Polytechnic Institute	5	1	
*Rochester, University of	32	2	17
Rockefeller Institute	1		
Rockland State Hospital, Orangeburg	1		
Roswell Park Memorial Institute, Buffalo	1		
Russell Sage College	1		
St. Barnabas Hospital, New York City	1		
St. Bernardine of Siena College			2
St. Bonaventure University	1		
St. Claire Hospital, New York City	1		
St. Clare's Hospital, Schenectady	1		
*St. John's University			
St. Lawrence University	1		
St. Rose, College of	1		
Samaritan Hospital, Troy	1		
*Sarah Lawrence College	3		1
Senior Dramatic Workshop, New York City	1		
Siena College	1		
*Skidmore College	6		
Sloan-Kettering Institute for Cancer Research	3		
*State University of New York			
College for Teachers at Albany		1	1
College of Education, Albany	2		
College of Education, Brockport	1		
College of Education, Fredonia	1		
College of Education, Geneseo	1		
College of Education, New Paltz	5		
College of Education, Oswego	2		
College of Forestry, Syracuse	5		
State College of Agriculture, Ithaca	1		
Upstate Medical Center, Syracuse	1		
Strong Memorial Hospital, Rochester	1		
*Syracuse University	18		7
*Union College and University	9		
*Union Theological Seminary	11		6
United Presbyterian Church in the U. S. A.	1		
Utica College	2		
*Vassar College	2	2	3
Wagner Lutheran College	1		2
*Welles College			1
Wilson Memorial Hospital, Johnson City	1		
NORTH CAROLINA			
Catawba College	1		
*Davidson College	5		
*Duke University	22	3	4
Duke University Hospital, Durham	1		
East Carolina College	1	1	
Elon College	1		
North Carolina College			2
*North Carolina, University of Chapel Hill Campus	14		6
State College of Agriculture & Engineering	9		1
Woman's College	4	1	
*Salem College	3		1
Wake Forest College	1		1
Warren Wilson College	1		
NORTH DAKOTA			
North Dakota, University of	2		1
State Teachers College	2		
OHIO			
Akron, University of	1		
*Antioch College	2	1	1
Aultman Hospital, Canton	1		
Baldwin Wallace College	1		
Capital University			1
*Case Institute of Technology	12		
Christ Hospital, Cincinnati	1		
*Cincinnati, University of	10		1
Cleveland Clinic, Cleveland	1		
Cleveland Family Service	1		
Cleveland-Marshall Law School			1
Columbus State Hospital	1		
Cuyahoga County Tuberculosis Hospital, Cleveland	2		
*Denison University	1		1
Findlay College	1		
Frank E. Bunts Educational Institute, Cleveland	1		
Grailville Institute	2		
Hebrew Union College			1
Highland View Hospital, Cleveland	1		
Huron Road Hospital, East Cleveland	1		
John Carroll University			1
*Kent State University	7		1
Kenyon College		1	5
Metropolitan General Hospital, Cleveland	1		
*Miami University	11	1	3
Miami Valley Hospital, Dayton	1		
Muskingum College	2		1
*Oberlin College	6		13
*Ohio State University	42		7
*Ohio University	8		2
*Ohio Wesleyan University	5		
Our Lady of Cincinnati College		1	1
St. Elizabeth Hospital, Youngstown	1		
St. Vincent Charity Hospital, Cleveland	1		
Toledo, University of	1		1
United Theological Seminary, Dayton	1		
Western College for Women	3		
*Western Reserve University	6		1
Wilmington College	1		
Wittenburg University	4	2	1
*Wooster, College of	2	1	
OKLAHOMA			
*Oklahoma State University	6		
*Oklahoma, University of	9		5
Phillips University			2
Samuel Roberts Nobel Foundation, Ardmore	1		
Tulsa, University of	2		1
OREGON			
*Eastern Oregon College	1		
Marylhurst College	1		3
*Oregon College of Education			
*Oregon, Dental School, University of			
*Oregon Medical School, University of			
*Oregon State College	13		2
*Oregon, University of	31		6
*Portland State College			
Portland, University of			2
*Reed College			3
*Southern Oregon College	1		
Willamette University	1		5

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
PENNSYLVANIA			
Academy of Vocal Arts			
Albert Einstein Medical Center, Philadelphia			1
Northern Division	1		
Southern Division	1		
*Allegheny College	5		1
Allentown State Hospital, Allentown	1		
American St. Gobain Corporation, Arnold	1		
*Beaver College			
*Bryn Mawr College	15	4	4
†*Bucknell University	7		1
Burroughs Corporation, Paoli	1		
*Carnegie Institute of Technology	12	1	5
*Chatham College	4		1
Children's Hospital, Pittsburgh	1		
Children's Hospital of Philadelphia	1		
Crozer Theological Seminary	1		
Curtis Institute of Music	1	1	
*Dickinson College	5		2
*Drexel Institute of Technology			1
*Franklin and Marshall College		1	1
Graduate Hospital of the University of Pennsylvania, Philadelphia	3		
Harrisburg State Hospital	2		
*Haverford College	1	1	2
Jefferson Medical College & Hospital, Philadelphia	4		
King's College		1	
*Lafayette College	1		1
Lehigh University	9		1
*Lincoln University			
Luthern Theological Seminary			1
Marywood College			1
Mercy Hospital of Pittsburgh	1		
Monroe General Hospital, East Stroudsburg	1		
Muhlenberg College			1
Pennsylvania State University	17		2
*Pennsylvania, University of	66	6	9
Philadelphia College of Osteopathy			1
Philadelphia College of Pharmacy	4		
Philadelphia General Hospital			
Northern Division	1		
Southern Division	1		
*Philadelphia Museum College of Art			1
*Philadelphia Textile Institute			
Pittsburgh, University of	10	2	3
Pittsburgh Xenia Theological Seminary	1		
St. Christopher's Hospital, Philadelphia	1		
Scranton, University of	1		
Seton Hill College	1		
State Teachers College, Indiana	1		
Susquehanna University			1
*Swarthmore College	2	2	4
*Temple University	8	1	
*Thiel College			1
Villanova University	1		
Westminster Theological Seminary			1
Wilkes College			1
*Wilson College			2
RHODE ISLAND			
*Brown University	27	1	5
C. O. Hayes Inc., Cranston	1		
Miriam Hospital, Providence	1		
Providence College			1
Rhode Island School of Design		1	3
*Rhode Island, University of	3		2
SOUTH CAROLINA			
Converse College, Spartanburg	1		1
Furman University		1	
South Carolina, University of	4		
Winthrop College	2		
Wofford College			1
SOUTH DAKOTA			
Augustana College			1
South Dakota, State University of	1		
South Dakota, University of			1
TENNESSEE			
Chattanooga, University of	1		
Fisk University		2	
*George Peabody College for Teachers	9		
Memphis State University	1		
St. Joseph Hospital, Memphis	1		
*Southwestern at Memphis	3		1
Tennessee, University of	8		3
University of the South			3
*Vanderbilt University	9	3	2
TEXAS			
Abilene Christian College			1
Austin College	1		
Austin Presbyterian Theological Seminary	1		
Baylor University			1
Dallas	1		
Houston	1		
Waco	5		
East Texas Baptist College	1		
Episcopal Theological Seminary of the South East	1		
Houston, University of	4		
Lamar State College of Technology	1		
M. D. Anderson Hospital & Tumor Institute, Houston	3		
Methodist Hospital, Houston	1		
North Texas State College			2
*Rice Institute	2		2
St. Joseph's Hospital, Houston	1		
St. Paul's Hospital, Dallas	1		
Sam Houston State Teachers College			1
*Southern Methodist University	18		1
Southwest Texas State College	1		
Texas Christian University	1		2
Texas Technological College	3		1
†*Texas, University of			8
Austin	57		
Houston	1		
Trinity University			1
UTAH			
Brigham Young University	1		1
Salt Lake County General Hospital	1		
Utah State University	3	1	2
Utah, University of	7		
VERMONT			
†*Bennington College			1
*Middlebury College	2	2	7
Norwich University		1	
Putney Graduate School of Teacher Education	2		
St. Michael's College			1
State Teacher's College	1		
*Vermont, University of and State Agricultural College	10	1	
VIRGINIA			
Chesapeake & Ohio Hospital, Clifton Forge	1		
Hampton Institute	1		
*Hollins College	1		
Longwood College	1		
Louise Obici Memorial Hospital, Suffolk	1		
Lynchburg College		1	
Madison College	1		
*Mary Baldwin College	1		
Melpac Inc., Falls Church	1		

INSTITUTION	FOREIGN STUDENTS In attendance	U.S. STUDENTS Undergraduate	U.S. STUDENTS Graduate
*Randolph-Macon Woman's College	2		2
Riverside Hospital, Newport News	1		
*Sweet Briar College	2		1
Union Theological Seminary	1		
Virginia Military Institute			1
Virginia Polytechnic Institute	2		1
Virginia Theological Seminary	1		
*Virginia, University of	17		
Washington & Lee University	2	1	
*William & Mary, College of	2		1
WASHINGTON			
Boeing Airplane Company, Seattle	2		
Fishee Flourey Mills, Seattle	1		
King County Hospital System, Seattle	1		
Sacred Heart Hospital, Spokane	1		
Seattle University			1
Tacoma General Hospital	1		
*Washington State University	14		3
*Washington, University of	51	1	13
WEST VIRGINIA			
Bethany College	2		
Kanawha Valley Hospital, Charleston	1		
West Liberty State College	1		
West Virginia Institute of Technology	1		
West Virginia University	3		1
WISCONSIN			
*Beloit College	1	1	2
*Institute of Paper Chemistry			
La Crosse Lutheran Hospital	1		
Lawrence College	5		
*Marquette University	4		1
Milwaukee Children's Hospital	1		
Milwaukee County Hospital	1		
*Milwaukee-Downer College	1		
Milwaukee Sanitarium Foundation, Wauwatosa	1		
Mount Mary College			1
Nelson, Ball & Associates, Milwaukee	1		
Ripon College	1	1	
Stout State College	1		
University Hospital, Madison	1		
Wisconsin State College, Stevens Point	1		
*Wisconsin, University of	88	2	22
WYOMING			
*Wyoming, University of	2		3
CANADA			
Laval University			1
McGill University			1
Toronto, University of			1
PUERTO RICO			
*Puerto Rico, University of	4		

SPECIALISTS RELATED TO IIE, 1959-1960

	TOTAL	FINANCIAL SUPPORT: Private Support	Pvt., Supp. and U.S. Govt. Travel Grant	UN & Specialized Agencies	FIELDS OF INTEREST: Agriculture	Anthropology	Business Administration	Creative Writing	Debate	Economics	Education	Engineering	Home Economics	Languages and Literature	Law	Library Science	Mass Communications	Mathematics	Medical Science	Museography	Oceanography	Physical and Natural Sciences	Public Administration	Rural Community Development	Science	Social Science	Social Work	All Others
GRAND TOTAL	580	521	8	51	44	4	32	8	6	81	139	17	15	1	20	13	23	1	7	2	3	8	47	15	4	40	4	46
WESTERN HEMISPHERE	136	125	3	8	2	4	4	1	2	24	38	1	—	1	12	1	8	1	—	—	—	—	3	—	1	10	—	23
Argentina	2	1		1												1									1			
Brazil	2	2								1	1																	
British West Indies	1	1																										1
Chile	4	2		2							3																	1
Colombia	2	1		1							1						1											
Haiti	1	1									1																	
Mexico	2	1		1	1						1																	
Panama	1			1							1																	
Peru	1			1							1																	
United States[1]	117	114	3		1	4	4		2	22	27	1		1	12		7	1					3			10		21
Uruguay	1	1									1																	
Venezuela	1	1								1																		
Virgin Islands (U.S.)	1			1							1																	

EUROPE	53	50	–	3	–	–	1	1	2	11	2	–	–	–	2	–	6	–	2	–	1	1	1	–	–	11	1	5
Belgium	2	2						1															1					
Cyprus	4	4								1	1															2		
Denmark[2]	3	2		1						2												1						
Finland	1			1																	1							
France	3	3						1		1							1											
Germany	2	2									1															1		
Greece	1	1						1																				
Ireland	1	1																								1		
Italy	2	2						1									1											
Spain	5	5						1		2									1									1
Sweden	2	1		1													2											
Switzerland	2	2						1																				1
United Kingdom[3]	25	25					1	1	2	5					2		2		1							7	1	3
ASIA AND NEAR EAST	374	329	5	40	38	–	27	1	2	46	96	16	15	–	6	12	9	–	4	1	2	6	38	15	3	19	3	16
Australia[4]	3	2		1						1					1						1							
Burma	20	15		5	2					4	4					2	5					2						1
Ceylon	1	1																					1					
Hong Kong	2	2														2												
India[5]	38	37		1	8		1		4		1	2					1						6			7	2	6
Indonesia[6]	138	138			6		18			26	45	13				1						2	16			7	1	3
Iran	7	7			1					2	3						1											
Iraq	8	5		3						1	1					5	1											
Israel	5	2		3				1		1	3																	
Japan	15	9	5	1	5						2				5							1		1		1		
Jordan	9	3		6			2			1	5											1						
Korea	4			4							2						1									1		
Lebanon	7	7									1													6				
Malaya	1	1																					1					
Nepal	1	1																					1					
New Zealand	3	2		1					2												1							
Pakistan[7]	34	32		2	3					2	3	1	15										8					2
Philippines	9	8		1	6											1								2				
Taiwan	5	4		1	4																							1
Thailand	6	3		3	3						1					1												1
Turkey	29	27		2			3				23												3					
United Arab Republic	28	22		6			3			4	2								4				1	6	3	3		2
Vietnam	1	1																					1					
AFRICA	17	17	–	–	4	–	–	–	–	–	3	–	–	–	–	–	–	–	1	1	–	1	5	–	–	–	–	2
Basutoland	2	2			2																							
Central African Federation	2	2									1									1								
Ghana	2	2			1																		1					
Nigeria	8	8									2								1				4					1
Union of South Africa	3	3			1																	1						1

1. 1 Around the World, 7 to Africa, 7 to Burma, 16 to Europe, 24 to India, 7 to Iran, 7 to Japan, 1 to Scotland, 10 to Pakistan, 1 to Turkey, 1 to United States, 2 to Australia, 1 to Thailand, 2 to Hong Kong, 1 to Soviet Union, 1 to England, 1 to Iraq, 5 to United Kingdom.
2. 2 to Pakistan.
3. 3 to India, 2 to Iran, 1 to Pakistan.
4. 1 to India, 1 to Iran.
5. 1 to Germany, 1 to India (lives in U.S.), 4 to Philippines.
6. 14 to Philippines.
7. 2 to Pakistan (live in U.S.), 4 to Philippines.

IIE-RELATED FOREIGN

SOURCE OF SUPPORT

	TOTAL	Full U.S. Govt. Grants	Private Support Plus U.S. Govt. Grants	Private Support Plus U.S. Govt. Travel Grants	Private Support Supplied by IIE Plus U.S. Govt. Travel Grants	Private Support Only
GRAND TOTAL	**3527**	**588**	**76**	**480**	**835**	**393**
WESTERN HEMISPHERE	396	109	9	64	8	111
Argentina	74	7	–	17	–	33
Bolivia	19	2	2	–	–	1
Brazil	39	15	1	11	–	5
Chile	44	8	1	16	–	8
Colombia	27	6	–	9	4	–
Costa Rica	10	2	–	–	–	5
Cuba	11	1	2	–	–	8
Dominican Republic	3	2	–	–	–	–
Ecuador	21	6	–	6	–	3
El Salvador	5	3	–	–	–	2
Guatemala	5	3	–	–	–	–
Haiti	7	7	–	–	–	–
Honduras	1	1	–	–	–	–
Jamaica	3	–	–	–	2	–
Mexico	33	15	–	–	–	12
Nicaragua	15	5	1	–	–	2
Panama	27	7	1	–	–	12
Paraguay	12	5	–	2	1	–
Peru	29	8	–	3	1	12
Trinidad	1	–	1	–	–	–
Uruguay	6	2	–	–	–	2
Venezuela	4	4	–	–	–	–
EUROPE	1541	59	8	335	507	193
Austria	50	1	–	25	9	1
Belgium	38	1	–	10	14	–
Denmark	47	1	–	16	21	1
Finland	67	30	–	6	7	16
France	287	7	–	90	119	7
Germany	247	–	–	52	116	–
Greece	96	4	2	16	17	–
Iceland	15	3	–	5	–	2
Ireland	9	–	3	–	–	2
Italy	111	7	–	33	33	1
Malta	3	–	2	–	–	–
Netherlands	68	–	–	32	8	8
Norway	83	–	–	24	27	6
Poland	62	1	1	–	–	60
Portugal	3	–	–	–	–	3
Spain	50	4	–	23	2	10
Sweden	53	–	–	–	–	53

REIGN STUDENTS IN U.S. 1959–60

UPPORT		ACADEMIC STATUS			FIELDS OF STUDY								
Supplied by AID Plus U.S. Govt. Travel Grants	Private Support Only	Extensions	Undergraduate	Graduate	Agriculture	Business Administration	Education	Engineering	Humanities	Medical Sciences	Physical and Natural Sciences	Social Sciences	All Others
5	**393**	**1155**	**740**	**2787**	**76**	**172**	**249**	**428**	**749**	**322**	**672**	**858**	**1**
8	111	95	127	269	5	10	48	88	100	19	38	88	–
–	33	17	29	45	–	2	9	9	37	2	5	10	–
–	7	8	6	13	–	–	5	4	1	3	2	4	–
–	5	7	6	33	–	1	8	7	9	2	1	11	–
–	8	11	3	41	–	1	5	8	13	–	5	12	–
4	–	8	12	15	–	1	4	10	5	1	–	6	–
–	5	3	2	8	1	–	–	–	2	1	3	3	–
–	8	–	1	10	1	–	–	7	–	–	1	2	–
–	–	1	1	2	–	–	–	1	1	–	–	1	–
–	3	6	7	14	–	–	1	8	6	1	–	5	–
–	2	–	5	–	–	–	2	–	1	–	–	2	–
–	–	2	2	3	–	–	–	1	–	1	1	2	–
–	–	–	–	7	–	2	–	–	2	–	–	3	–
–	–	–	1	–	–	–	–	1	–	–	–	–	–
2	–	1	1	2	–	–	–	–	1	–	2	–	–
–	12	6	9	24	1	3	3	9	1	1	6	9	–
–	2	7	6	9	1	–	2	6	3	–	–	3	–
–	12	7	14	13	–	–	2	8	1	6	4	6	–
1	–	4	4	8	–	–	–	2	6	–	3	1	–
1	12	5	12	17	1	–	7	6	5	1	4	5	–
–	–	–	1	–	–	–	–	–	1	–	–	–	–
–	2	2	4	2	–	–	–	–	4	–	1	1	–
–	–	–	1	3	–	–	–	1	1	–	–	2	–
7	193	439	380	1161	18	100	41	177	412	135	265	392	1
9	1	14	20	30	1	3	8	2	13	1	5	17	–
4	–	13	2	36	–	5	–	4	3	8	4	14	–
1	1	8	18	29	3	–	1	1	20	5	6	11	–
7	16	8	17	50	2	6	3	6	24	6	6	14	–
9	7	64	45	242	2	35	2	67	72	22	48	38	1
5	–	79	67	180	1	10	5	17	86	25	35	68	–
7	–	57	45	51	4	1	2	17	10	14	27	21	–
	2	5	5	10	1	2	–	1	1	4	1	5	–
	2	4	–	9	–	–	2	–	2	1	2	2	–
3	1	37	21	90	–	8	2	9	21	12	21	38	–
	–	1	1	2	–	–	–	–	2	–	–	1	–
3	8	20	31	37	–	5	–	5	20	8	10	20	–
7	6	26	29	54	2	8	4	13	16	5	19	16	–
	60	–	–	62	–	–	2	6	15	–	12	27	–
	3	–	1	2	–	–	–	1	1	–	1	–	–
2	10	11	4	46	1	8	–	9	7	4	10	11	–
	53	–	44	9	–	1	2	–	36	1	5	8	–

Switzerland	25	–	–	–	–	2
United Kingdom	226	–	–	3	134	[illegible]
Yugoslavia	1	–	–	–	–	
ASIA AND SOUTH PACIFIC	1243	268	33	57	288	5
Australia	70	–	–	2	29	[illegible]
Burma	55	8	13	3	12	
Cambodia	29	26	1	–	–	
Ceylon	15	6	–	1	–	[illegible]
India	224	36	–	6	66	
Indonesia	79	26	–	–	4	3
Japan	345	36	–	13	100	[illegible]
Korea	28	15	–	1	1	[illegible]
Laos	9	6	–	–	–	[illegible]
Malaya, Federation of	16	3	1	5	4	[illegible]
Nepal	1	1	–	–	–	[illegible]
New Zealand	29	–	3	–	10	[illegible]
Pakistan	87	23	–	6	15	[illegible]
Philippines	92	13	14	1	21	[illegible]
Ryukyu Islands	44	37	–	2	–	[illegible]
Taiwan	51	4	–	14	18	1[illegible]
Thailand	50	18	–	2	5	[illegible]
Vietnam	18	9	1	1	3	[illegible]
Western Samoa	1	1	–	–	–	[illegible]
AFRICA AND NEAR EAST	347	152	26	24	32	3[illegible]
Cameroons, British	5	4	–	–	–	[illegible]
Cameroon, State of	2	2	–	–	–	[illegible]
Cyprus	5	–	–	–	1	4
Ghana	10	6	2	–	1	[illegible]
Iran	26	7	–	5	6	2
Iraq	8	–	–	–	1	4
Israel	20	–	–	2	3	5
Jordan	30	8	–	4	7	1
Kenya	23	12	3	–	2	–
Lebanon	8	–	–	–	–	7
Liberia	1	1	–	–	–	–
Libya	2	2	–	–	–	–
Morocco	39	37	1	–	–	1
Nigeria	9	4	3	2	–	–
Northern Rhodesia	4	1	–	2	–	–
Somalia	3	3	–	–	–	–
Southern Rhodesia	7	3	2	2	–	–
Sudan	7	6	1	–	–	–
Tanganyika	6	4	1	–	–	–
Togo	1	1	–	–	–	–
Tunisia	5	5	–	–	–	–
Turkey	58	15	9	–	8	4
Uganda	11	7	3	–	–	–
Union of South Africa	19	1	1	7	3	1
United Arab Republic	30	15	–	–	–	1
Egypt	26	11	–	–	–	1
Syria	4	4	–	–	–	–
Yemen	7	7	–	–	–	–
Zanzibar	1	1	–	–	–	–

22	3	13	12	—	—	1	2	10	—	2	10	—
—	89	17	209	1	8	7	17	53	19	51	70	—
1	—	—	1	—	—	—	—	—	—	—	1	—
59	538	123	1120	40	40	120	108	180	142	329	284	—
—	39	—	70	13	—	4	4	11	5	17	16	—
5	14	29	26	2	—	4	20	2	8	15	4	—
1	1	29	—	1	2	—	13	3	1	5	4	—
—	8	—	15	2	—	2	1	—	1	5	4	—
6	110	1	223	6	5	9	17	35	12	93	47	—
33	16	19	60	—	6	17	4	15	—	5	32	—
—	196	4	341	5	12	13	29	51	79	84	72	—
—	11	—	28	—	—	1	—	6	—	12	9	—
—	3	9	—	—	2	1	1	4	—	1	—	—
—	3	9	7	1	—	1	1	1	2	7	3	—
—	—	—	1	—	—	—	—	—	—	—	1	—
—	16	—	29	4	1	6	1	—	1	15	1	—
2	41	—	87	3	1	9	7	8	6	28	25	—
—	43	—	92	1	4	23	1	22	4	14	23	—
—	5	6	38	2	4	15	1	7	1	2	12	—
10	5	2	49	—	—	3	4	9	3	21	11	—
1	24	2	48	—	1	8	4	3	18	3	13	—
1	3	12	6	—	2	4	—	2	1	2	7	—
—	—	1	—	—	—	—	—	1	—	—	—	—
30	83	110	237	13	22	40	55	57	26	40	94	—
—	1	5	—	1	—	—	1	—	—	—	3	—
—	—	2	—	—	—	—	—	2	—	—	—	—
4	—	—	5	—	—	1	—	—	—	—	4	—
—	1	2	8	—	—	2	—	1	1	1	5	—
2	6	2	24	1	—	5	—	7	7	2	4	—
4	3	1	7	—	—	3	1	—	—	1	3	—
5	10	6	14	—	1	2	5	2	2	2	6	—
1	10	12	18	3	1	3	12	—	2	4	5	—
—	6	14	9	—	5	4	2	—	—	4	8	—
7	1	3	5	1	—	1	2	1	—	—	3	—
—	—	1	—	—	—	1	—	—	—	—	—	—
—	—	—	2	—	—	—	—	—	—	—	2	—
1	—	35	4	—	—	—	13	14	2	2	8	—
—	—	1	8	—	1	2	2	—	—	1	3	—
—	1	—	4	—	1	1	—	1	—	—	1	—
—	—	2	1	—	—	1	—	—	—	—	2	—
—	—	—	7	1	—	1	1	—	1	2	1	—
—	—	1	6	2	—	—	1	1	1	—	2	—
—	1	4	2	—	—	1	1	—	—	1	3	—
—	—	—	1	—	—	—	—	—	—	1	—	—
—	—	1	4	—	—	1	—	2	—	—	2	—
4	22	7	51	1	9	9	10	9	2	5	13	—
—	1	3	8	2	1	—	1	—	—	3	4	—
1	6	2	17	—	—	1	1	6	1	5	5	—
1	14	1	29	—	1	1	2	11	7	6	2	—
1	14	—	26	—	1	1	2	10	7	3	2	—
—	—	1	3	—	—	—	—	1	—	3	—	—
—	—	4	3	1	1	—	—	—	—	—	5	—
—	—	1	—	—	1	—	—	—	—	—	—	—

IIE-RELATED UNITED STATES

		SOURCE OF SUPPORT					
	TOTAL	Full U.S. Govt. Grant	Foreign Govt. Grant	Foreign Govt. Grant Plus U.S. Govt. Travel Grant	Private Support	Private Support Plus U.S. Govt. Travel Grant	Self-Support
GRAND TOTAL	**1490**	**893**	**101**	**59**	**64**	**21**	**352**
WESTERN HEMISPHERE	89	84	5	—	—	—	—
Argentina	12	12					
Brazil	8	8					
Canada	5		5				
Chile	9	9					
Colombia	7	7					
Ecuador	3	3					
El Salvador	2	2					
Guatemala	11	11					
Haiti	2	2					
Mexico	10	10					
Nicaragua	1	1					
Panama	2	2					
Paraguay	2	2					
Peru	7	7					
Venezuela	8	8					
EUROPE	1322	731	95	59	64	21	352
Austria	171	30	3	2	18		118
Belgium	14	14					
Denmark	20	15	2	3			
Finland	7	7					
France	270	196	31	35		8	
Germany	306	227	43	10	15	11	
Greece	6	6					
Iceland	4	3				1	
Ireland	3	3					
Italy	107	81	11	8	6	1	
The Netherlands	22	19	2	1			
Norway	13	13					
Sweden	3		3				
Switzerland	12				12		
United Kingdom	364	117			13		234
ASIA, AFRICA AND THE MIDDLE EAST	79	78	1	—	—	—	—
Australia	20	20					
British East Africa	2	2					
Burma	1	1					
China	3	3					
India	21	21					
Israel	2	1	1				
Japan	13	13					
New Zealand	7	7					
Philippines	7	7					
Thailand	2	2					
Turkey	1	1					

TES STUDENTS ABROAD, 1959 – 1960

	ACADEMIC STATUS		FIELD OF STUDY									
Self-Support	Graduate	Undergraduate	Creative Arts	Education	Engineering	English Language Assistantships	Language and Literature	Liberal Arts and Humanities	Medical Sciences	Physical and Natural Sciences	Social Sciences	Others
352	**1333**	**157**	**244**	**17**	**26**	**75**	**296**	**429**	**21**	**110**	**252**	**20**
–	89	–	10	1	–	–	32	2	1	2	41	–
	12			1			4				7	
	8						1				7	
	5						5					
	9		1				3	1		1	3	
	7						5			1	1	
	3		1						1		1	
	2						1				1	
	11		4				4				3	
	2		2									
	10		2				3	1			4	
	1										1	
	2						1				1	
	2						1				1	
	7						2				5	
	8						2				6	
352	1165	157	219	13	26	74	260	426	16	91	177	20
118	110	61	10				12	135		4	6	4
	14		3	1			2			1	7	
	20		3	1	1		2		1	3	9	
	7		1		1		1				4	
	270		37	4	4	57	108	10	3	13	34	
	306		85	2	6	12	77	22	3	44	55	
	6		2				1	2			1	
	4						3			1		
	3						2				1	
	107		52		6	5	15	12	1	5	11	
	22		6		2		2	2	1	6	3	
	13		1	2			3		2		5	
	3		1	1	1							
	12						3	1		2	5	1
234	268	96	18	2	5		29	242	5	12	36	15
–	79	–	15	3	–	1	4	1	4	17	34	–
	20			2					1	11	6	
	2										2	
	1										1	
	3						2				1	
	21		10				2		1	2	6	
	2								1		1	
	13		3					1	1	2	6	
	7			1						2	4	
	7		2								5	
	2					1					1	
	1										1	

A PROPOSAL FOR THE ESTABLISHMENT OF AN INTERNATIONAL YOUTH SERVICE

by the

Committee on Educational Interchange Policy
December 15, 1960

President-elect Kennedy and many other public and private leaders have recently advocated the establishment by the United States of a program to enable large numbers of young Americans to contribute to educational and technical development projects throughout the world. This is an appealing and inspiring idea. There is abundant evidence that many young Americans are eagerly seeking means to participate in development programs in the countries of Africa, Asia, the Middle East and Latin America. Experience has already demonstrated the feasibility of youth service abroad.

The Committee on Educational Interchange Policy strongly endorses the objectives of Senator Kenndy's proposal that the talents and skills of young Americans be channeled into helping developing nations help themselves. To contribute to wide public discussion of this important question, the Committee presents a specific proposal for the creation of an International Youth Service by the United States Government, and outlines certain policies which should govern the program.

The Purpose of the International Youth Service

The purpose of an International Youth Service should be to enable talented young American men and women in their twenties to provide specific services overseas in the development programs of other nations, under conditions that

broaden the international understanding of the participants and give them meaningful and useful experiences.

The Policies that Should Guide the International Youth Service

1. An International Youth Service will be most effective if it works through the machinery already established by the United States Government, private organizations, educational institutions and international organizations. The rich variety of present and proposed development programs of existing groups should be strengthened by the infusion of the enthusiasm and skills of more young Americans. The problem is not to create additional agencies overseas, but to create additional opportunities for young Americans.

2. An International Youth Service must contribute to the development plans of other nations if it is to be of real usefulness abroad. It must, therefore, aim to meet specific national needs as identified by these countries. Most existing programs which send young Americans abroad, chiefly for short-term work-project assignments, provide excellent experiences for the participants although they have usually involved manual labor. Labor is not in short supply in most underdeveloped countries. The young Americans selected for the International Youth Service must have skills which are needed and can be used. Young Americans will probably be most helpful in such jobs as teaching in elementary and secondary schools; teaching English to adults who are eager for such knowledge; assisting in the provision of basic health and welfare services; providing technical know-how on construction projects; serving as trained interns in technical, industrial and government services.

3. Although a limited number of young Americans may be needed for shorter periods of work, participants in the International Youth Service will be most valuable if they are committed to one to three years of service. A major concern must be careful selection and training of young Americans. In addition to possessing useful skills and knowledge, the participants must be able to communicate knowledge and ideas to people who may speak a different language and whose customs and traditions differ from our own. Domestic and overseas training periods for participants must be provided, including refresher training in particular professional knowledge or technical skills as well as the adaptation of these skills to the foreign situation. An introduction to the culture and language of the country where they are to work is imperative.

4. Over a period of years, it should be possible for many thousands of young Americans to work in the International Youth Service. The Committee believes, however, that since the program must be planned to meet realistic expressed needs of foreign countries and that the long-term success of the venture will depend on the selection of the most talented and adaptable young Americans in the initial phase, not more than one thousand qualified young people should be chosen during the first year of operation. Clearer definitions of the needs of other countries, and the experience of the pilot group, will provide a sound basis for expansion of the program in future years.

5. Since the young Americans would, for the most part, be working individually or in small groups in foreign countries under difficult living conditions, the International Youth Service will need to set standards for the operating agencies that assure minimum health safeguards for the participants.

6. Since the members of the International Youth Service will benefit professionally by a year or two of responsible experience abroad, modest salaries for service could be paid.

7. Participation in the International Youth Service should not itself be a substitute for military service under the Selective Service System; but individual participants should be eligible for consideration for deferment in the same way that some graduate students in the U.S. are allowed to continue their studies.

THE PROPOSAL

An International Youth Service should be established by the Federal Government with necessary funds to perform the following functions:

a. Serve as a clearing house for programs and plans of all agencies, public and private, interested in utilizing young Americans in work overseas.

b. Provide accurate information regarding the opportunities and problems in work abroad to educational institutions, public and private agencies, and individual young men and women.

c. Make supplementary grants-in-aid to private and public agencies already involved or which may become involved in development projects, in order to enable them to use larger numbers of young Americans. Grants-in-aid would be used to:

(1) Assist in recruitment and arrangement of specialized training for young Americans.

(2) Provide necessary international travel and maintenance grants.

(3) Cover special costs that will arise from the inclusion of young people in overseas development programs.

d. Arrange for the recruitment on a national scale of young Americans who may be needed by existing or new agencies to man youth service activities abroad.

Conclusion

The Committee on Educational Interchange Policy believes that an International Youth Service, carefully organized and skillfully administered, can increase the total contribution of the United States to the national development of other countries and at the same time enrich the international experience of young Americans. The Government's encouragement of such a program would help expand the role of young people in the programs of public and private agencies and institutions. U.S. Government funds would supplement the already substantial contributions of U.S. foundations, private organizations and foreign governments.

COMMITTEE ON EDUCATIONAL INTERCHANGE POLICY

Harlan Cleveland (Chairman), Syracuse University
Leo Dowling, Indiana University
Luther H. Evans, Brookings Institution
William Fels, Bennington College
Fred Hechinger, New York Times
Margaret Hickey, Ladies Home Journal
Kenneth Holland (ex officio), Institute of International Education
John Ivey, Midwest Council on Airborne Television Instruction
Benjamin R. Shute; Cravath, Swaine and Moore
Donald J. Shank (Secretary), Institute of International Education

1 East 67th Street
New York 21, New York

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

SAN FRANCISCO, CALIFORNIA, NOV. 30 - DEC. 3, 1960

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N.Y., LEhigh 5-3400 Cable Address: INTERED

October 11, 1960

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

We have set up a luncheon meeting for you with the members of your panel at the Fourth National Conference on Exchange of Persons on Thursday, November 3, in a private dining room on the second floor at Frank Cerutti's Restaurant, 803 Madison Avenue, beginning at 12:30 p.m. My staff has checked this date with your secretary and it seems to be convenient for you.

Paul Hoffman, Jim Perkins and Monty Spaght will definitely be on hand and Jimmie Riddleberger is almost certain to be there. I am writing ~~Frank Murphy~~ today to see whether he is planning a trip to New York at that time which would permit him also to join us.

I am enclosing for your information a partial list of persons from the United States and abroad who have to date accepted invitations to serve on the Conference program.

I look forward to seeing you on November 3.

With best regards,

Sincerely yours,

Kenneth Holland
President

Enclosure

Fourth National Conference on Exchange of Persons

PARTIAL LIST OF SPEAKERS AND PANELISTS

(As of October 10, 1960)

George V. Allen
Director
United States Information Agency

John S. Badeau
President
Near East Foundation

Henry W. Balgooyen
Executive Vice President
American and Foreign Power Company, Inc.

Gordon Boyce
President
The Experiment in International Living

Saxton Bradford
Deputy Director
Bureau of Educational and Cultural Affairs
Department of State

Detlev W. Bronk
President
National Academy of Sciences

William O. Brown
Director
African Studies Program
Boston University

Oliver Caldwell
Assistant Commissioner for International Education

James S. Coleman
Director
African Studies Center
University of California at Los Angeles

Francis J. Colligan
Director, Plans and Development Staff
Bureau of Educational and Cultural Affairs
Department of State

Donald Cook
Director
Office of Educational Exchange
Department of State

James Davis
President
National Association of Foreign Student Advisers

Bertrand de Jouvenel
Economic and Social Council
Republic of France

Kenneth O. Dike (*)
Principal Elect
University College
Ibadan, Nigeria

Rodrigo Facio Brenes (*)
Rector
University of Costa Rica

John Hayes
Acting Director
Office of Cultural Exchange
Department of State

Felipe Herrera
President
Inter-American Development Bank

The Reverend Theodore M. Hesburgh
President
University of Notre Dame

Paul G. Hoffman
Managing Director
United Nations Special Fund

Alfred Ingersoll
Dean of Engineering
University of Southern California

Humayun Kabir
Minister of Scientific Research and Cultural Affairs
Government of India

Clark Kerr
President
University of California

Julius Kiano
Minister for Commerce and Industry
Government of Kenya

(*) Tentative.

O. A. Knight
President
Oil Chemical and Atomic Workers
International Union AFL-CIO

Walter H. C. Laves
United States Advisory Commission on
Educational Exchange

E. Wilson Lyon
President
Pomona College

Tom Mboya
Secretary
Kenya African National Union

Arturo Morales Carrion
Under Secretary of State
Commonwealth of Puerto Rico

Franklin D. Murphy
Chancellor
University of California at Los Angeles

J. Ralph Murray
President
Elmira College

Edward R. Murrow
Columbia Broadcasting System

Oh Chon Sok (*)
Minister of Education
Government of Korea

James A. Perkins
Vice President
Carnegie Corporation of New York

The Right Reverend James A. Pike
Episcopal Bishop of California

Galo Plaza Lasso
Former President of Ecuador

James W. Riddleberger
Director
International Cooperation Administration

Mrs. Henry P. Russell

Knowles A. Ryerson
Dean Emeritus of Agriculture
University of California

Benjamin R. Shute
Cravath, Swaine and Moore

Joseph Slater
Assistant Managing Director
International Loan Fund
Washington, D. C.

Francis Scott Smyth
Professor of Pediatrics
University of California Medical School

Laurence H. Snyder (*)
President
University of Hawaii

Carl Spaeth
Dean, School of Law
Stanford University

Monroe E. Spaght
Executive Vice President
Shell Oil Company

Morris A. Stewart
Dean, Graduate Division
University of California

Robert G. Storey
Dean, School of Law
Southern Methodist University

J. K. Thompson
Director
Colombo Plan Bureau, Ceylon

M. H. Trytten
Director
Office of Scientific Personnel
National Academy of Sciences

Zeferino Vaz
Dean, School of Medicine
University of Sao Paulo, Brazil

Howard E. Wilson
Dean of Education
University of California at Los Angeles

(*) Tentative.

PRELIMINARY PROGRAM

IIE FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Sponsored by the Institute of International Education in cooperation with 150 national Participating and Observer Organizations

Jack Tar Hotel, San Francisco, California
November 30 - December 3, 1960

"EDUCATIONAL EXCHANGE FOR THE MUTUAL DEVELOPMENT OF NATIONS"

Conference Secretariat:
Institute of International Education
1 East 67th Street, New York 21, N. Y.

Wednesday, November 30

10 a.m. - 6 p.m. **Registration**

3:30 p.m. - 5 p.m. **Plenary Session**

Welcome to the Conference

Address:

THE ROLE OF EDUCATION IN THE DEVELOPMENT OF NATIONS

5:30 p.m. - 7 p.m. **IIE Reception for All Delegates**

Thursday, December 1

9:30 a.m. - 12:30 p.m. **Discussion Groups:**
Series I—Panel Discussions:

HOW EXCHANGE PROGRAMS HELP NATIONS ACHIEVE THEIR EDUCATIONAL GOALS

I-1 Africa (South of the Sahara)
I-2 Australia, Canada, Western Europe, and New Zealand
I-3 Eastern Europe and the Soviet Union
I-4 Latin America
I-5 Middle East and North Africa
I-6 North Asia
I-7 South and Southeast Asia

2 p.m. - 5 p.m. **Discussion Groups:**
Series II—Workshops:

INTERNATIONAL TRAINING FOR MANPOWER TO MEET THE NEEDS OF NATIONS

II-1 Agricultural Sciences and Home Economics
II-2 Arts and the Humanities
II-3 Community Development
II-4 Education: General and Adult
II-5 Education: Higher and Professional
II-6 Education: Teacher Training and School Administration

II-7 Education: Vocational Training
II-8 Engineering and Technological Training
II-9 Industrial Development
II-10 Labor
II-11 Law
II-12 Mass Communications
II-13 Medicine and Health
II-14 Physical and Natural Sciences
II-15 Public Administration
II-16 Social Work
and
II-17 Community Hospitality —
Programs for Short-Term and Academic Visitors

Evening **Free**

Friday, December 2

9:30 a.m. - 12:30 p.m. **Plenary Session**

Panel Discussion:

EDUCATIONAL COOPERATION WITH OTHER NATIONS—THE U.S. ROLE

2 p.m. - 5 p.m. **Discussion Groups:**
Series III—Clinics

Problems of General Interest:

III-1 Continuing relationships with the returned foreign exchangee; problems of reacculturation and readjustment
III-2 Evaluating exchange programs
III-3 Fund-raising for exchanges
III-4 United States and foreign government regulations governing exchanges
III-5 Orientation
III-6 Publicizing and promoting the exchange program
III-7 Selection and training of Americans for service abroad

Problems in Academic Exchanges:

III-8 Recruitment and selection of foreign exchangee
III-9 Evaluation of credits for study abroad
III-10 Language preparation and testing
III-11 Counselling and supervision of the foreign student
III-12 Campus programming for the foreign student
III-13 Planning academic programs abroad for U. S. undergraduates

Problems in Other Areas:

III-14 Planning programs for short-term visitors
III-15 Special problems in exchanges of teenagers and young people

Problems in Community Hospitality:

III-16 Coordination of civic groups
III-17 Arranging hospitality for minority groups
III-18 Selection, screening, and training of volunteers

Evening **IIE Award Dinner**

Saturday, December 3

9:30 a.m. - 11:30 a.m. **Plenary Session**

Reports on:

The Panel Discussions
The Workshops
The Clinics

11:45 a.m. - 1 p.m. **Plenary Session**

Address:
WHAT OTHER NATIONS HAVE TO OFFER
THE UNITED STATES IN EDUCATIONAL EXCHANGE

Address:
WHAT THE UNITED STATES HAS TO GAIN
FROM EDUCATIONAL EXCHANGE

DDE

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

November 16, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York City

Dear Ed:

I hesitate to bother you at this time, but we have had an urgent request from KQED (San Francisco educational television station). James Day, KQED Manager, has a weekly show on which he interviews well-known persons. He has asked to interview you. I know your time is limited, but was wondering whether you could find an extra hour to do this for us. Jan Haller, our PR Director, says she will make this as painless and as less time consuming as possible and will get Jim Day to tape an interview at your convenience.

The accent would naturally be on Ed Murrow, but you would have a chance to get in some healthy plugs for the conference and IIE. Can you let me know so Jan can give an answer to KQED.

Hope you are feeling lots better.

Sincerely,

Don

Donald J. Shank

PPE

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

MEMORANDUM

November 4, 1960

TO: Mr. Edward R. Murrow

FROM: Pearl G. Purcell, Assistant Secretary
Pearl Purcell

SUBJECT: Board of Trustees Meeting
Monday, November 14th, 1960

Enclosed is the documentation for the Annual Meeting of the Board of Trustees to be held Monday, November 14th, at the IIE headquarters.

As you know, the schedule includes a briefing session on Africa at 2:30, the business meeting at 4:00, followed by dinner and discussion, ending about 9 p.m.

Edward R. Murrow will chair the after-dinner discussion on the educational needs of Africa. Unfortunately, Ralph Bunche, who was to have participated in the discussion, will have to be in Nigeria on UN business at the time of our meeting and regrets very much that he cannot be with us. We are, however, fortunate that Dr. Heinrich Wieschhoff, Director and Deputy to the Under-Secretary for Political and Security Council Affairs of the UN, and Mr. Brian Urquhart, Dr. Bunche's assistant in the Office of Special Political Affairs, will be with us.

We look forward to seeing you on the 14th.

9D E

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

October 26, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Mr. Murrow:

This remarkable picture so impressed us when we saw it in Ken Holland's office the other day that we thought you would want to see it immediately. The soaring shape at the left marks the entrance to the United Nations Assembly Hall. The structure in the center is the new headquarters of the IIE - as our architects, Harrison & Abramovitz & Harris conceive it. We wish it were there already - built and paid for!

The site is ours - not fully paid for, but underwritten by the very considerable value of our present building on Fifth Avenue.

The architects' plans are still in process, and we will send you preliminary drawings soon to show their excellent projection for offices, conference rooms, library and auditorium. The whole handsome building, so strategically located, will contain some 80,000 square feet, half of which we will be able to rent, and so secure our future overhead costs. All of this has been accomplished since the Board authorized us in June to proceed with the purchase of the land and the plans for the building - the total cost to be approximately four and a half million dollars.

At this point we cannot proceed further without the assurance of that money. Needless to say, our officers have made very careful plans for fund raising and are appealing to our best and most generous friends. But their hand will be immeasurably strengthened if they can say to outsiders that we insiders, we members of the Board, have unanimously expressed our own faith in this important venture by financial support from 100% of the Board. This means a gift from each one of us, a gift large or small in accordance with our ability to give - but a thoughtful gift in recognition of the significance of the work of the Institute.

We are addressing this letter to each member of the Board and know that our President would appreciate your carefully considered answer some time in the near future.

Yours very sincerely,

Elizabeth Luce Moore

Arthur A. Houghton

Mr. Arthur A. Houghton
Chairman of the Executive Committee
Chairman of the Building Committee

Mrs. Maurice T. Moore
Chairman of the Board

112 E

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

October 25, 1960

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

Thank you for your letter of October 19th concerning Eve Wiseman. We are delighted that she wants to memorialize her late, dear, departed husband and while we do not try to get rid of husbands we do certainly try to see that they are memorialized fully and generously. I am sending Mrs. Wiseman material immediately.

We shall be glad to cover the bill for drinks or other expenses in connection with this development work. However, when you submit your account don't indicate that these were incurred while on a transatlantic flight unless you are willing to submit your tourist class ticket. It is generally thought that drinks are free at 30,000 feet on first class flights.

It was grand to see you yesterday and I hope to see you soon.

Sincerely,

Ken

Kenneth Holland
President

lde

October 19, 1960

Dear Ken:

There is a female by name, Eve Wiseman, P.O.B. 801, Palo Alto, California. Said female alleges she has a quantity of dough with which she would like to memorialize her late, dear, departed husband. Thought you might like to send her some literature on the Institute and propose inviting her to the show in San Francisco. I encountered her on a plane coming back from London yesterday and tried to do a little salesmanship for the Institute. Will send you the bill for the drinks later.

As ever yours,

Mr. Kenneth Holland
Institute of International Education
1 East 67th Street
New York 21, New York

ERM:gw

IIE

October 17, 1960

Dear Ken:

Many thanks for your cordial note of October 7.

I shall be delighted to chair the discussion after the dinner on November 14th, and will be in touch with you about further details after my return from a quick trip to London.

Best regards.

Sincerely yours,

Mr. Kenneth Holland
Institute of International Education
1 East 67th Street
New York 21, New York

DDE

October 17, 1960

Dear Ken:

Many thanks for your cordial note of October 7.

I shall be delighted to chair the discussion after the dinner on November 14th, and will be in touch with you about further details after my return from a quick trip to London.

Best regards.

Sincerely yours,

Mr. Kenneth Holland
Institute of International Education
1 East 67th Street
New York 21, New York

INSTITUTE OF INTERNATIONAL EDUCATION
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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

October 7, 1960

K.C.

Mr. Edward R. Murrow
Columbia Broadcasting Company
485 Madison Avenue
New York, New York

Dear Ed:

The after dinner discussion at the November 14th Board meeting, as you know, will be on the topic of educational needs of Africa. Ralph Bunche will be giving us his observations and insights into some of the pressing problems facing the newly emerging nations. With our other African "specialists" among the Trustees as well as Al Sims, our Vice President in charge of Operations, who recently spent several weeks in Africa, it should be an interesting discussion. The Murrow touch would insure its being a fruitful and lively one! I hope you will be willing to chair this portion of the meeting, which takes place after the dinner, from about 8 to 9 p.m.

1960'

I hope we can look forward to your acceptance.

Best regards.

Sincerely yours,

Ken

Kenneth Holland
President

P.S. you recall, of course, that Janet is invited & Mary Brennan will be there to "Oh" & "Ah" most of the time for that "Best man".

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

SAN FRANCISCO, CALIFORNIA, NOV. 30 - DEC. 3, 1960

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400 Cable Address: INTERED

MEMORANDUM

October 10, 1960

TO: Participants; Others

FROM: Kenneth Holland K.H.

SUBJECT: Fourth National Conference on Exchange of Persons - Jack Tar Hotel, San Francisco, California - November 30 to December 3

Conference Leadership

Bertrand de Jouvenel, Economic and Social Council, Republic of France; Felipe Herrera, President, Inter-American Development Bank; Humayun Kabir, Minister of Scientific Research and Cultural Affairs, Government of India; Julius Kiano, Minister for Commerce and Industry, Government of Kenya; Tom Mboya, Secretary, Kenya African National Union; Galo Plaza Lasso, former President of Ecuador; J. K. Thompson, Director, Colombo Plan Bureau; and Zeferino Vaz, Dean, School of Medicine, University of Sao Paulo, are among the distinguished persons from abroad who have accepted invitations to address the Conference.

Americans include Edward R. Murrow, who has agreed to chair a plenary session panel on "Educational Cooperation with Other Nations--The U. S. Role"; his panelists will be Paul G. Hoffman, Managing Director, United Nations Special Fund; Franklin D. Murphy, Chancellor, University of California at Los Angeles; James A. Perkins, Vice President, Carnegie Corporation of New York; James W. Riddleberger, Director, International Cooperation Administration; and Monroe E. Spaght, Executive Vice President, Shell Oil Company.

Others among the distinguished persons from the United States and abroad who have already accepted places on the Conference program are listed on the enclosed partial roster of speakers at the Conference. I know you will agree that the prospects are bright for exceptionally fine discussions at this meeting.

Conference Program

Although the Conference program remains substantially the same as outlined in the Preliminary Program distributed previously, we have added one clinic, (III-19), on exchanges with particular foreign nations. The panel will be made up of cultural affairs officers from abroad. We believe that this clinic will provide a valuable opportunity for Conference participants to raise with those most knowledgeable in this area specific questions on exchanges with particular foreign countries.

Reference to this clinic will be included in the final Program to be distributed at the Conference. Meanwhile, additional copies of the Preliminary Program and the descriptive memorandum on discussion groups at the Conference are available upon request.

Background Papers for the Conference

Summary background papers are enclosed on exchange-of-persons activities in the seven geographic areas to be considered at the December 1 panel discussions. Panelists will draw on their personal knowledge of conditions in these areas to elaborate on the information contained in these papers, which we are circulating now in order to provide a common basis for understanding among Conference delegates.

In considering how exchanges should be developed further to help meet the needs of various world areas, we realize increasingly that education is a vital aspect of national economic and social development. To be effective, planning for educational development must be a part of general development plans which take into account not only national goals but also human and material resources available to achieve these goals. We hope that the December 1 geographic panel discussions will bring us new insights into these problems.

A brief appendix to these papers, outlining major sources of available information, is also enclosed.

Preliminary Registration

We would like to register as many delegates as possible prior to the Conference in order to facilitate registration procedures on the opening day of the meeting. If you plan to attend and have not yet returned the blue preliminary registration card sent you previously, I would appreciate your doing so at the earliest possible date. We would also appreciate receiving at an early date your reservation card for the IIE Award Dinner to be held on December 2; reservations will be honored in the order in which they are received.

If you have misplaced the preliminary registration card and Award Dinner reservation card sent you previously, my staff will be pleased to supply additional cards upon request.

Hotel Reservations and Accommodations

Delegates are requested to make their own arrangements for hotel accommodations. A reservation card for the Jack Tar Hotel, which is holding a substantial block of rooms for Conference delegates at special rates, is enclosed. Reservations at the Jack Tar Hotel will be filled in the order in which they are received.

A list of alternate hotels located on a convenient bus route or within walking distance of the Jack Tar Hotel is also enclosed. The hotel of your choice is expected to confirm your reservations to you directly.

I look forward to seeing you in San Francisco.

Fourth National Conference on Exchange of Persons

PARTIAL LIST OF SPEAKERS AND PANELISTS

(As of October 10, 1960)

George V. Allen
Director
United States Information Agency

John S. Badeau
President
Near East Foundation

Henry W. Balgooyen
Executive Vice President
American and Foreign Power Company, Inc.

Gordon Boyce
President
The Experiment in International Living

Saxton Bradford
Deputy Director
Bureau of Educational and Cultural Affairs
Department of State

Detlev W. Bronk
President
National Academy of Sciences

William O. Brown
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African Studies Program
Boston University

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Francis J. Colligan
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Bureau of Educational and Cultural Affairs
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James Davis
President
National Association of Foreign Student Advisers

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Economic and Social Council
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Kenneth O. Dike (*)
Principal Elect
University College
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Rodrigo Facio Brenes (*)
Rector
University of Costa Rica

John Hayes
Acting Director
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Felipe Herrera
President
Inter-American Development Bank

The Reverend Theodore M. Hesburgh
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Paul G. Hoffman
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Alfred Ingersoll
Dean of Engineering
University of Southern California

Humayun Kabir
Minister of Scientific Research and Cultural Affairs
Government of India

Clark Kerr
President
University of California

Julius Kiano
Minister for Commerce and Industry
Government of Kenya

(*) Tentative.

O. A. Knight
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United States Advisory Commission on
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Tom Mboya
Secretary
Kenya African National Union

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Under Secretary of State
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Franklin D. Murphy
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Ch Chon Sok (*)
Minister of Education
Government of Korea

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Vice President
Carnegie Corporation of New York

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Former President of Ecuador

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Morris A. Stewart
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University of California at Los Angeles

(*) Tentative.

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Jack Tar Hotel, San Francisco, California
November 30 - December 3, 1960

Discussion Groups: Series I

"How Exchange Programs Help Nations Achieve Their National Goals"

Summary Background Paper

Panel I-1

AFRICA (SOUTH OF THE SAHARA)

Institute of International Education, 1 East 67th Street, New York 21, New York

AFRICA (South of the Sahara)

Africa south of the Sahara is a region of great diversity and complexity, now in the process of extensive political, economic and social change. Roughly 180 million Africans, comprising many ethically and linguistically distinct cultures and hundreds of sub-cultures, inhabit the area. This vast population is grouped into some 30 heterogeneous political units whose borders are largely defined by historical colonial developments rather than by natural ethnic, geographic and economic factors. The political units range from fully independent and semi-autonomous states and mandates, trusteeships, and protectorates to outright colonies.

"AFRICANIZATION"

Since World War II, especially among the Western-educated elite in many of these political units, there has been an intensification of the trend toward Africanization, involving rejection of colonialism, pressure for self-determination, and desire for more rapid economic development and social betterment under African leadership. In the late 1950's and during 1960, some 19 former colonial possessions achieved political independence: Cameroon, Central African Republic, Chad, Congo Republic, Dahomey, Gabon, Ghana, Guinea, Ivory Coast, Malagasy, Mali, Mauritania, Niger, Nigeria, Republic of the Congo, Senegal, Somalia, Togo, and Upper Volta. Sierra Leone is to become independent in 1961.

Rapid Social and Economic Changes

There are both striking differences and basic similarities among these African countries in size, population, economic resources and development, and stages of cultural, educational and political evolution. Most are in the process of transition from subsistence level economies. World War II greatly intensified their rate of economic expansion in the manufacturing and building industries, mining, public works, agriculture and trade. These advances led, in part, to a great increase in migration and urbanization, with attendant social dislocation and the need for new forms of social and adult education to replace family and tribal methods, as well as the need for new approaches to vocational, technical and scientific education. As a result of the improved economic situation and the demand for indigenous leadership in all fields and for skilled personnel of all kinds, it has become increasingly necessary to incorporate planning for education in the general programs for economic and social development.

EDUCATIONAL CONDITIONS SUMMARIZED

Educational developmental planning and strong public pressure for social and economic advancement through education have significantly raised the general educational level of most of these countries since 1946. Great initial strides have been made in literacy and adult education. Though primary education is not generally compulsory throught Africa, it is now free in the Republic of the Congo, Ghana, Liberia, Ethiopia, Northern Rhodesia, Somalia and in three of the four regions of Nigeria. Primary school enrollment increased at least 100% in most territories between 1946 and 1956; the increase in French Equatorial Africa reached 314%. Progress was particularly rapid in certain areas between 1953 and

1958. Western Nigeria, which set up a system of free and universal primary education in 1953, had a 142% increase in enrollments in five years. Ghana's primary school enrollments increased from 154,360 in 1951 to 455,053 in 1958. Elsewhere the enrollment increase between 1953 and 1958 ranged from 50% to 100%.

While most efforts have concentrated on primary education, secondary school enrollments in many territories also increased during the period 1956 to 1959. Percentage increases were in Nigeria 142%; in the Ivory Coast, 83.2%; in Uganda, 102%; and in the Belgian Congo, Upper Volta, Liberia and Northern Rhodesia over 50%. There also is a trend toward the extension of vocational and technical education at the secondary level.

Despite these advances, the general situation in most countries of Africa is still not much better than that of Nigeria, where perhaps one child in 65 completes eight years of schooling, one in 3,000 attends secondary school, and one in 84,000 receives post-secondary education.

African University Colleges Established

The decade just ended has seen the founding of a number of African university colleges, some of which are now offering technical and scientific training in line with the needs of the newly-developing economies. Available data indicate that the number of colleges and universities in Africa (exclusive of the Union of South Africa) has increased in the post-war period from four to 13. Most of them are closely linked with Belgian, British or French universities. 1958-59 estimates show 6,000 students enrolled at these institutions for university degrees. Student populations at these institutions vary from the slightly more than 50 students at Pope Pius College in Basutoland to over 1,100 students at the largest -- the University College of Ibadan in Nigeria. Large numbers of students are also enrolled at the University of Dakar and the University College of East Africa.

Best available data on the fields of study of these students in African universities, exclusive of teacher-training colleges, indicate that, in 1958-59, over one-fourth are in education, more than a fifth in the natural and physical sciences and engineering, and another fifth in law and the social sciences. Certain individual country figures are significant, particularly those for Nigeria, whose population is one of the largest of the newly independent African countries. In Nigeria 44% of the total university population followed courses in the physical and natural sciences. A similar emphasis on the physical and natural sciences existed in Uganda, while in Somalia, the Malagasy Republic and French West Africa law, including political science, was the most favored field of study. The student enrollment at the nine universities and colleges of the Union of South Africa is approximately four times that of all other African universities south of the Sahara. Of the 25,000 students at institutions of higher learning in South Africa, fewer than 10% are non-Europeans.

In addition to the facilities for higher education offered by African universities, there are some institutes for the training of teachers. Graduates of institutions of higher education, however, are insufficient in number to meet national requirements for governmental, commercial, technical and professional personnel. The shortage of persons in the teaching profession is particularly acute. There is an urgent need for teachers to train key personnel in public administration, as well as to train staff for secondary vocational and technical

schools. This need was recognized by the representatives of 22 African countries meeting in Addis Ababa in February 1960, who recommended the establishment of regional centers for training staff for teacher-training and technical colleges and for training secondary school teachers of science, mathematics and languages.

EDUCATIONAL EXCHANGE

Intra-African Exchanges

Approximately 15% of the enrollment in African universities, exclusive of those in the Union of South Africa, consists of students from other African countries. Large percentages of these intra-African educational exchangees are at the University College of East Africa, Kenya's Royal Technical Institute at Nairobi, the University College of Ghana, and the University of Dakar.

Particularly noteworthy developments in intra-African exchanges are the current Ethiopian scholarship program of 200 grants open to all Africans, the University of Dakar's intensive plan to provide technical and professional administrative personnel for the nations of Africa, and the leadership of the University College of East Africa in regional cooperation.

Exchanges with Other Areas of the World

Available information indicates that there are probably almost as many Africans studying in universities abroad as in Africa (exclusive of those in the Union of South Africa). The largest contingent, about 2,600, is in the United Kingdom. The next largest group, numbering approximately 1,500 in various categories is in the United States. Perhaps upwards of 1,000 are engaged in studies in France. In addition there are sizable groups in Belgium, Germany, the Netherlands, Italy, Austria, India and Egypt. Although there are also African students in the Soviet Union, their number is unknown.

African Students in the United Kingdom

Of the over 2,600 African university students in the United Kingdom in 1959-60, 883 were from Nigeria; Ghana, the Union of South Africa, and Kenya each accounted for about 350 students; and over 100 students were from each of the following countries: Uganda, Mauritius, and Sierra Leone. Undergraduates among these students outnumbered graduates four to one, and males outnumbered females by more than 10 to one. Almost 40% of these students were studying the arts, 25% were engaged in technological and scientific studies, and another 25% were in medicine. The remaining 10% were engaged in agriculture, dentistry and veterinary science.

In reviewing these statistics on African students in the UK, it should be noted that they do not include the large number undergoing post-secondary, but not full-time university-level, training. In addition, many Africans are in the UK for special courses of from six months to a year - special training for science teachers, trade union leaders, nurses, etc. These exchangees probably account for the bulk of Africans training in the UK.

African Exchangees in the United States

Over 1,500 physicians, faculty members, industrial trainees and students from Africa were in the United States for educational purposes in 1959-60. Of the 42 African physicians training in United States hospitals, 20 were from the Union of South Africa and 12 from Nigeria. The majority of the 22 African scholars on the faculties of U.S. colleges and universities and of the 116 African industrial trainees were also from South Africa.

The largest group of the African scholars were in the various fields of the social and natural sciences. Sixty-four of the African industrial trainees were in technical fields, including 26 of the 68 South Africans and 21 of the 22 Ghanaians. The South Africans also accounted for 18 of the 19 managerial-supervisory trainees, all 14 of the manufacturing-engineering group, and 9 of the 14 advertising-sales category. Most of the small number (26) from countries other than South Africa and Ghana were technical trainees.

In addition to physicians, scholars and trainees, 1,293 Africans studied in American colleges and universities in 1959-60. The largest group was from Nigeria (258). Over 150 students were from South Africa (181), Ethiopia (170), Liberia (170), Ghana (167), and Kenya (156). Over 30 foreign students were from Sierra Leone (39), Tanganyika (36), and Uganda (29). Out of the total of 1,293 students, some 27% were concentrating in the natural and physical sciences and engineering. The next most popular fields were social sciences (22%), humanities (15%), and the medical sciences (10%). Of the African students in the United States, 31% were graduate students, 57% were undergraduates and 8% were special students. Almost a third of these students received financial aid from private organizations and institutions, about a fifth received support from their own governments, and some 12% were reported receiving United States Government assistance.

African Students in Europe

The third major center of international study for African students is Europe. The majority of the thousands of African students in France are from the countries north of the Sahara; lesser numbers - perhaps upwards of 1,000 - are from the former Saharan and sub-Saharan territories of France. Similarly, African students who study in other European nations tend to go to the countries which formerly exerted political influence in their homelands.

AGENCIES CONCERNED WITH EDUCATIONAL EXCHANGES

Private foreign agencies, foreign governments and international organizations carry on varied and extensive activities in Africa related to educational exchange.

Foreign Christian Missions

The chief sponsor of international educational assistance in African countries continues to be the foreign Christian missions. Almost all schools in Africa prior to World War II were mission schools and even today the missions still operate a majority of all schools on the primary and secondary levels, very often with governmental assistance. Besides building schools and teaching, the missions provide hospitals, dispensaries and health centers, and contribute significantly

not only to health education but also to the improvement of agriculture and the raising of general vocational and technical educational levels. Missions frequently conduct special institutes for the training of masons, carpenters, electricians, tailors, shoemakers and other craftsmen.

United States Universities

Some 20 educational assistance programs are being carried on by 15 American universities and colleges in 12 sub-Saharan countries - chiefly in general education and teacher and vocational education, but also in engineering, medicine, law, anthropology and liberal arts. In 1959-60 there were 37 U.S. faculty members in Africa south of the Sahara, including 19 in social science, seven in education, and five in agriculture. The remaining six were in engineering, the natural and physical sciences, the humanities, business administration and medicine.

United States Foundations

The Rockefeller Foundation has supported medical research in Africa since 1920. A part of its activity enables members of the Virus Research Institute in Uganda to conduct research in the United States and for Americans to conduct research in Africa.

The Rockefeller Foundation has also made grants and appropriations for the training of selected Africans for positions of responsibility and leadership in their own countries and toward the support of certain aspects of education and research in the fields of nursing, agriculture, social sciences, and the humanities. Aid has gone to the Republic of the Congo, Ethiopia, Federation of Rhodesia and Nyasaland, Ghana, Kenya, Nigeria, Sierra Leone, Tanganyika, Uganda, and the Union of South Africa. The principal institutions in Africa that have received grants are: University of Louvanium in the Republic of the Congo, University College of Nigeria at Ibadan, Siriba Training College in Kenya, University of Natal in Durban, South Africa, Imperial College of Agricultural and Mechanical Arts in Ethiopia, University College pf Rhodesia and Nyasaland in Salisbury, Southern Rhodesia, and University College of East Africa (Makerere College) in Kampala, Uganda. Since 1955, the total amounts appropriated in support of Rockefeller Foundation activities in Africa, exclusive of its virus research program, are approximately $1,500,000.

Aside from about $1 million in travel grants during the 35 years of the Carnegie Corporation's African program, the major share of funds has gone to educational institutions and governments for various educational purposes. These grants now total about $2½ million. A few of the more significant projects assisted during recent years have been the Leadership Study of the East African Institute of Social and Economic Research, the Benin historical research scheme, the establishment of an institute of education at the University College of Rhodesia and Nyasaland, the establishment of a school of library science at University College, Ibadan, and the setting up of a commission on post-secondary and higher education in Nigeria (the Ashby Commission).

The Ford Foundation extended its development program to Africa in 1958; since then it has made grants totaling $1,739,925, including over a million dollars on education, and lesser amounts on economic and social research,

strengthening civil services and management, consideration of all-African problems, and understanding of African culture. Geographically, the Foundation's assistance thus far has been limited to British-administered territories in east, central, and west Africa, the Republic of the Congo, and Ghana and Liberia. Among institutions which have received grants are Louvanium University, Leopoldville; Makerere College, British East Africa; the University College of Ghana; University College, Ibadan, Nigeria; and the University College of Rhodesia and Nyasaland.

Other Private American Agencies

Among other private programs is that of the National Academy of Sciences - National Research Council, which during 1959 awarded grants to five South Africans under its visiting research scientists program and to eight young Americans for geographical field research in Africa. Other major private organizations concerned with educational exchanges with Africa include the African-American Institute, which conducts American teacher placement and exchange of leaders programs, and is this year assisting more that 200 Africans to study in the United States; Operation Cross-Roads Africa; and the Experiment in International Living. Approximately 60 other non-church-related private agencies are engaged in educational assistance to Africa.

International Cooperation Administration

ICA activities are the most extensive among the programs of United States Government agencies working in the exchange field in Africa. In 1950-58, ICA provided four African countries and some British East African territories with 920 technicians, including 467 in Ethiopia, 397 in Liberia, 27 in UK territories, 17 in Ghana and 12 in Nigeria. During the same period, ICA brought to the U.S. for specialized training a total of 252 Africans, almost 90% of them from Ethiopia and Liberia. The largest group were educators (44%), followed by specialists in agriculture and natural resources (17%) and in public administration (10%).

Over one-third of ICA's expenditures in Africa has been for agricultural projects. The next largest program has been in education (18% of total expenditures), followed by health and sanitation (12%), technical support (6%), industry and mining (6%), transportation (6%), and community development (4%). General and miscellaneous and public administration accounted for most of the remainder. ICA is also financing at least 14 of the American university programs in African countries, and it has entered into a contract with the African-American Institute for the selection and placement of 150 Guinea students during a period of three years.

Department of State

Between 1949 and 1957, Department of State-sponsored international educational exchange programs enabled 97 Americans to study in Africa and 193 Africans to study in the United States. The largest program involved the exchange of 51 Nigerians and 10 Americans. Exchanges with the Union of South Africa involved 42 South Africans and nine Americans. Other relatively large programs were with Ghana (27 Ghanaians and 6 Americans) and with Uganda (11 Ugandians and 23 Americans). Among the Americans exchanged were 38 in the

natural, physical, medical and agricultural sciences; 25 in education; 22 in the social sciences; and 12 in the humanities. The Africans included 60 in the social sciences, 50 in education, 47 in the natural sciences, and 36 in the humanities. The American group was composed chiefly of research scholars, specialists and teachers. The Africans were leader-specialists (85), students (72), research scholars (16), and teachers (16).

United Nations Agencies

Multilateral technical assistance activities in Africa were carried on by the specialized agencies of the United Nations under the Expanded Program of Technical Assistance for 1959. Agencies participating were the United Nations Technical Assistance Board, FAO, ILO, ITU, Unesco, ICAO and WHO. Together they provided 45 experts distributed among 18 sub-Saharan countries, and enabled 113 African fellows from 9 countries to pursue specialized training. The largest program was that with Ethiopia, involving a combined total of 34 UN experts and 13 African fellows. Twenty-three UN experts and 5 Ghanaian fellows participated in the Ghanaian program. There were also programs with Nigeria, British East Africa, Tanganyika, French Equatorial Africa, and 11 other areas.

Among the UN specialists were 15 from Unesco who participated in regional seminars on educational statistics. Fourteen FAO experts assisted in an agricultural census seminar, a fisheries survey training center, and demonstration centers for agricultural extension and cooperatives. Two UN Technical Assistance staff members gave in-service training for African economists at UN Headquarters.

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Jack Tar Hotel, San Francisco, California
November 30 - December 3, 1960

Discussion Groups: Series I

"How Exchange Programs Help Nations Achieve Their National Goals"

Summary Background Paper

Panel I-2

AUSTRALIA, CANADA, NEW ZEALAND, and WESTERN EUROPE

Institute of International Education, 1 East 67th Street, New York 21, New York

AUSTRALIA, CANADA, NEW ZEALAND and WESTERN EUROPE

Included in the area under consideration are the countries of Western Europe and the United Kingdom and Eire, as well as Australia, Canada, and New Zealand. The following is a statistical summary describing exchanges within Western Europe and exchanges between the countries of this area and the industrially developed and developing countries of the world.

WESTERN EUROPEAN STUDENT EXCHANGES

According to Unesco data , there were 59,494 foreign students in Western Europe, excluding the United Kingdom, in 1957-58. Of these, 17,176 were in France, 13,169 in Germany, 8,017 in Austria, 5,382 in Switzerland, 4,100 in Vatican City, 3,677 in Spain, 2,315 in Portugal, 2,209 in Italy, 1,622 in Belgium, 1,364 in the Netherlands, 302 in Denmark, 100 in Finland, 36 in Norway, and 25 in Iceland. Information on nationality and field of study is available for a majority of these students. The Table on the following page shows the areas or countries of origin of foreign students in Western Europe, Australia, Canada, New Zealand, and the United Kingdom.

Origins of Foreign Students

It is interesting to note that 32,558 of these 57,018 students were from industrially developed nations and that 21,274 were from developing areas. The countries of origin of the remaining 3,186 are unknown. Student exchangees from the developed areas include 20,325 from Western European countries, 1,487 from the United Kingdom, 3,199 from Hungary, 791 from Eastern Europe and the Soviet Union, 401 from Yugoslavia, 679 from Canada, Australia and New Zealand, and 5,676 from the United States.

Students from North Africa and the Middle East numbered 9,725, accounting for almost half of the 21,274 foreign students in Western Europe from countries in the process of development. An additional 3,556 were from South and Southeast Asia, 3,546 were from French overseas territories, 3,371 from Latin America, 647 were from North Asia, 225 were from Belgian, British, Portuguese and Italian territories, and 204 were from African countries south of the Sahara.

Exchange Within Western Europe

Of the 20,325 Western European students who studied in other countries of Western Europe, the largest number came from Germany (5,361); 2,687 were in Austria, 1,137 in France, and 957 in Switzerland. Most of the 5,218 Greeks studied in Austria (1,698), in Germany (1,684), and in Italy (1,032). Norwegian students in other West European countries numbered 1,696, more than half of them in Germany. Of the 1,311 French exchangees in Western Europe, 423 were in Switzerland, 297 in Germany, 256 in Spain, and 213 were in Vatican City. Spanish students (1,298) went to the Vatican (588), France (375), and Germany (171). Italians (1,042) were in France (282), Austria (260), and Switzerland (237). Other moderately large Western European foreign student groups in Western Europe were the Dutch (789), the Swiss (753), the Luxembourgeois (722), the Austrians (525), and the Belgians (437). Two hundred and thirty-eight of the 293 students from Eire were in Vatican City. In addition, 256 Portuguese, 259 Swedes, 106 Danes and 98 Finns studied in Western Europe.

Students From Eastern Europe

Among students from Eastern Europe, there were 302 Poles (40% of them in France), 137 Soviet students (48 in France), 122 Bulgarian students (44 in Austria and 40 in France) 119 Czechs (40 at the Vatican, 23 in France, and 19 in Switzerland), and 84 Rumanians (54 in France). Exchange between Western Europe and Yugoslavia involved 401 Yugoslavs in Western Europe with a majority in France, and 195 Western Europeans mostly Italians and Greeks, in Yugoslavia. It is probable that the majority of the 3,199 Hungarian students reported in Western Europe are refugees.

Middle East And North African Students

The largest group of the 9,725 Middle Easterners and North Africans in Western Europe were in France (4,409): 1,541 were Moroccans, 1,151 Tunisians, 563 from the United Arab Republic, and 494 were Iranians. In Germany there were 3,240, including 1,470 Iranians, 948 Turks, and 683 from the United Arab Republic. Another 943, consisting chiefly of Egyptians (503), Turks (128) and Iranians (124), studied in Austria. There were 713 Middle Easterners and North Africans in Switzerland, principally from Iran, Egypt, Israel and Turkey.

South and Southeast Asian Students

France also led the list of host countries for students from South and Southeast Asia, with 1,808 of the total 3,556. The majority of these (1,429) were Vietnamese. The Netherlands accounted for 636, nearly all Indonesians. Germany was the place of study for 527; 504 were Indians. Other groups of South and Southeast Asians studied at the Vatican (222), in Switzerland (154), in Belgium (73), in Spain (57), and in Italy (40). North Asians were concentrated in France (154 Chinese and 97 Japanese), Germany (79 Japanese, 76 Chinese), and the Vatican (92). The 204 Africans from countries south of the Sahara studied mainly in the Netherlands (49), the Vatican (33), France (31), Germany (28), and Switzerland (20). Well over 60% of these Africans were from the Union of South Africa; an additional 22% were Ethiopians and Europeans.

Latin American Students

Spain was host to more than half of the 3,371 Latin American students in Western Europe. The 1,774 Latin Americans in Spain came mainly from Venezuela (679), Colombia (425), Costa Rica (153), and Panama (104). Latin Americans at the Vatican numbered 601 (197 Brazilians and 176 Mexicans), 507 were in France (87 Argentinians, 77 Haitians, and 69 Brazilians), 162 in Italy, 135 in Switzerland, 80 in Germany, 57 in Austria, and 51 were in Belgium.

Fields Of Study

The leading fields of study of the 46,916 male students among the foreign students in Western Europe from all areas in 1957-58 were as follows: humanities (28%), medicine (25%), engineering (15%), the social sciences (13%), and the natural sciences (11%). Law and fine arts each accounted for about 3%, and education and other unspecified fields for the remaining 2%. Particularly noteworthy was the emphasis on the natural sciences and engineering among foreign students in Germany (46%), Austria (43%), Italy (43%), the Netherlands (35%) and Switzerland (31%). The same countries also showed an emphasis among foreign

AREAS OR COUNTRIES OF ORIGIN
WESTERN EUROPE, AUSTRALIA, CANADA, NEW ZEALAND

AREA OF ORIGIN	C O U N T R Y O						
	W E S T E R N E U R O P						
	Austria	Belgium	Denmark	France	Germany	Italy	Netherlands
AFRICA (sub-Sahara)	17	6	2	31	28	10	49
AUSTRALIA	6	4	-	14	18	2	2
CANADA	21	9	3	245	57	2	3
NEW ZEALAND	1	-	-	9	5	-	-
UNITED KINGDOM	52	24	2	829	180	16	22
UK TERRITORIES	4	-	-	44	-	-	-
WESTERN EUROPE	5135	631	224	3289	4621	1220	246
W. EUR. TERR.	-	28	-	3502	-	58	-
EASTERN EUROPE	63	70	6	293	39	28	14
HUNGARY	1101	220	25	333	804	60	116
YUGOSLAVIA	61	10	-	157	83	28	4
LATIN AMERICA	57	51	1	507	80	162	3
M. EAST & N. AFRICA	943	144	4	4409	3240	149	32
NORTH ASIA	18	29	2	251	177	6	2
S. & S.E. ASIA	37	73	2	1808	527	40	636
UNITED STATES	347	246	28	1057	950	403	168
OTHERS	154	77	3	398	2360	25	67
TOTALS	8017	1622	302	17176	13169	2209	1364
Foreign Students as % of all Students	32.0%	5.9%	2.3%	9.5%	8.0%	1.4%	4.2%

(*) Data are from following sources: Commonwealth Universities Yearbook, 1959 (UK
(Canadian Figures); and Unesco's Study Abroad, 1959-60 (all other figures).

RIGIN OF FOREIGN STUDENTS IN
EALAND, AND THE UNITED KINGDOM, 1957-58 (*)

O F					S T U D Y				
P E				W. EUR.					GRAND
nds	Spain	Switz.	Vatican	TOTALS	Australia	(1958-59) Canada	New Zealand	United Kingdom	TOTALS
	8	20	33	204	6	116	5	746	1077
	2	5	85	138	-	22	59	361	580
	7	31	136	514	1	-	-	421	936
	-	-	12	27	137	6	-	147	317
	73	84	205	1487	18	510	-	-	2015
	-	17	67	132	549	1006	67	2824	4578
	718	2580	1661	20325	7	388	-	1064	21784
	-	16	35	3639	3	-	-	9	3651
	53	69	156	791	1	14	-	33	839
	9	505	26	3199	-	55	-	289	3543
	13	28	17	401	-	5	-	40	446
	1774	135	601	3371	18	221	-	110	3720
	49	713	42	9725	2	71	-	1012	10810
	33	37	92	647	369	656	-	82	1754
	57	154	222	3556	1653	320	85	2813	8427
	862	917	698	5676	43	1393	-	926	8038
	19	71	12	3186	145	20	143	12	3506
	3677	5382	4100	57018	2952	4803	359	10889	76021
	2.6%	30.4%	73.9%		4.5%			11.7%	

9 (UK and New Zealand Figures); letter from Canadian Consul General to IIE, June 17, 1960
).

students on medicine: Germany (28%), Austria (22%), Italy (44%), the Netherlands (32%) and Switzerland (28%). In Spain, 67% of the foreign students studied medicine. In Belgium, 24% of the foreign students studied medicine, 24% the natural sciences, 21% the social sciences, and 20% the humanities. Twenty-seven percent of the foreign students in France followed courses in the humanities and another 27% studied the social sciences (including, in this case, law), 24% were in the natural sciences and 22 % studied medicine. At the Vatican, 85% of the foreign students emphasized the humanities. In Denmark, 31% studied the social sciences.

Increase In Exchanges

Fragmentary statistical data for 1958-59 and 1959-60 indicate a great expansion of German involvement in exchange activities, without important alteration in the exchange activities of the other countries. Foreign students in the United Kingdom, for example, increased only slightly from 10,889 in 1957-58 to 11,284 in 1959-60. Foreign students in Germany are reported to have increased from 13,169 in 1957-58 to 18,953 in 1958-59. This report would indicate an expansion of 44% in a single year and would be consistent with the quadrupling of the number of foreign students in Germany from 1952-53 to 1957-58. The German Government estimates that about 21,000 foreign students were in Germany in 1959, constituting more than 10% of the total student enrollment. Austrian figures, showing a smaller but still noteworthy increase, definitely indicate a sizable influx from the Middle East and North Africa. Numbers of foreign students in Austria rose from 2,888 in 1952-53 to 8,017 in 1957-58, and to approximately 10,000 in 1958-59. In 1959-60 there were 1,892 students in Austria from Egypt, Iran, Turkey, Israel and Syria, as against 858 in 1957-58.

Western European Students In The United States

There were somewhat fewer Western Europeans studying in the United States than Americans studying in Europe: 5,103 as against 5,676. The overall number of West European students in the United States in 1959-60 (5,084) showed little change from the figure for 1957-58. Decreases in a few countries were counterbalanced by increases in others. The numbers of Austrian students dropped 29%; Belgian, 13%; Danish, 13%; French, 7%; and Greek, 5%. On the other hand, the numbers of students from Eire increased 50%; Portugal, 33%; and Norway, 15%. United States Department of State grants for student exchanges between Western Europe and the U.S. during the period 1949-59 were made to 5,689 U.S. students and 9,745 Western European students.

STUDENT EXCHANGES WITH THE UNITED KINGDOM, AUSTRALIA, CANADA and NEW ZEALAND

The United Kingdom, Australia and Canada during the year 1957-58 showed a far higher proportionate emphasis on educational exchange with developing areas than did Western Europe. These countries have a major role both in granting of educational exchange awards to specialists and students and in the sending of experts to other members of the Commonwealth under the Colombo Plan, the technical assistance programs of United Nations agencies, and other development projects.

Students In The United Kingdom

Foreign students from industrially developed areas studying in the United Kingdom included 1,064 Western Europeans; 929 Canadians, Australians and New

Zealanders; 926 from the United States, 289 Hungarians, 40 Yugoslavs and 33 from other countries in Eastern Europe. The exchangees in the United Kingdom from developed areas totalled 3,281, as compared with 7,596 from the developing areas. 2,824 were from United Kingdom non self-governing territories, 2,813 from South Asia, 1,012 from the Middle East, 746 from African countries south of the Sahara, 110 from Latin America, 82 from North Asia, and nine from the colonial territories of Western European countries (the home countries of 12 students in the United Kingdom are unknown). The 2,813 South Asians included Indians (1,511), Pakistani (486), Malayans (258), Ceylonese (234), Thais (161), and Burmese (84). The Middle Easterners included 262 Iraqi, 176 Egyptians, 122 Iranians, 106 Sudanese, and 102 Israeli. 387 South Africans and 344 Ghanaians were also in the United Kingdom.

Students In Australia

In 1957-58, Australia was host to 2,952 foreign students, 2,574 or 80% were from the developing countries of North and South Asia. The largest groups were Malayans (991), from UK territories (549), Chinese (367), Indonesians (288), and Thais (120). Smaller groups included 83 Indians, 50 Pakistani, 43 Ceylonese, 34 from Australian dependent territories, 21 Burmese and 20 Vietnamese.

Students In Canada

Although comparable data on foreign students in Canada in 1957-58 are not available, 4,803 such students were reported in Canada in 1958-59. The largest single nationality group consisted of 1,393 from the United States. Students from British possessions in the Atlantic and Caribbean areas numbered 1,006, of whom 549 came from Trinidad, 194 from Jamaica and 61 from Bermuda. North Asians in Canada numbered 656, including 579 Chinese. The group from the United Kingdom totalled 510, and 388 were from Western Europe. Almost half of the South Asian group, totalling 320, were Indians; Pakistani (52) and Indonesians (49) made up most of the remainder. Canada was also host to 221 Latin Americans, 117 Africans chiefly from South Africa, Ghana, and Nigeria, and 67 Middle Easterners. Smaller groups came from Eastern Europe, Australia and New Zealand. Almost half of Canada's foreign students (49%) were from less developed areas of the world. In 1957-58, there were 359 foreign students in New Zealand. The majority of them were from five countries: Malaya (70), Fiji (67), Australia (59), Indonesia (15), and Kenya (5).

NON-STUDENT EXCHANGES

Numerous educational exchanges relating to Europe involve educators, trainees and physicians. In 1957-58, universities in 12 Western European countries were involved in 99 programs with American universities, most of them dealing with the humanities and the social sciences. More than half of them centered in France (30) and Germany (25). In addition, there were 23 such programs involving more than one European country. Similar American university programs were carried on with educational institutions in the United Kingdom (18), Canada (5), and Australia (2). In 1959-60, 699 West European educators were teaching or studying in the United States and 699 United States faculty members were in Western Europe. In addition there were 392 British professors in the United States and 233 American professors in the United Kingdom.

Industrial Trainees

Two important industrial trainee programs involving Western Europe, the United Kingdom and Canada are International Association For The Exchange Of Students For Technical Experience (IAESTE) and the Association Internationale des Etudiants en Sciences Economiques et Commerciales (AIESEC). Since its founding in 1947, IAESTE has arranged the exchange of 45,861 students (through 1959) in technical subjects for work abroad as a practical extension of their university course. In 1959, a total of 5,865 students participated, of whom 4,190 were in Western Europe, 852 in the United Kingdom, and 92 in Canada.

Since 1949, AIESEC, with a membership of student associations in university schools of economics and business administration, has arranged the exchange of trainees for summer employment in industry or business abroad. 90% of this exchange has been intra-European, although Colombia, Israel, South Africa, Venezuela and the United States are also members. In 1959, the number of these exchangees totalled 1,930; 1,757 were from Western Europe, the United Kingdom, and Canada.

Western European industrial trainees in the United States in 1959-60 totalled 1,520. The largest nationality groups were the Germans (347), the French (321), the Italians (173), the Swedes (161), and the Dutch (116). There were also 554 industrial trainees in the United States from the United Kingdom, 393 from Canada, 145 from Australia and 13 from New Zealand.

Physicians

In 1959-60, 1,355 Western European physicians were in intern and residency training in the United States, roughly two-thirds of them as residents and one-third as interns. Physicians in the United States from the United Kingdom in 1959-60 numbered 141; from Canada, 539; and from Australia, 13.

9/30/60

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Summary Background Paper

Panel I-3

EASTERN EUROPE and the SOVIET UNION

Institute of International Education, 1 East 67th Street, New York 21, New York

EASTERN ERUOPE and the SOVIET UNION

The countries of this area encompass the territory stretching from the Adriatic and Baltic Seas in the west to the Bering Sea in the east and share national borders with the countries of Western Europe, the Middle East, South Asia, North Asia, and the United States of America. In addition to the Union of Soviet Socialist Republics, the following countries are included: Albania, Bulgaria, Czechoslovakia, the Democratic Republic of Germany, Hungary, Poland, Rumania, and Yugoslavia.

The international exchanges in which these countries are involved may be roughly classified in three spheres reflecting the influence of the international political situation on the cultural relations of the Soviet Union and Eastern Europe. The first sphere includes exchanges within the area and with other countries whose governments are friendly to the Soviet Union. Although exact statistics are not available, it would seem that these exchanges are the most numerous and that they cover a wide range of types of exchanges. The second sphere involves exchanges with non-Communist countries, particularly the developing countries of Asia and Africa, and seems often to be connected with technical assistance activities. The third includes exchanges with anti-Communist countries, formalized by agreements such as the ones entered into by the Soviet Union with France and the UK, and the 1958 agreement between the Soviet Union and the United States for cultural, technical and educational exchanges. It is this latter area of exchanges which has received considerable attention here and abroad in recent years and which is viewed by many as an indication that it may be possible to achieve more nearly normal cultural relations with the U.S.S.R., a step which may both reflect and contribute to a lessening of international tensions in the political sphere.

THE SOVIET VIEW OF INTERNATIONAL CULTURAL RELATIONS

The Soviet view of international cultural relations was stated in a recent article by Georgi Zhukov, Chairman of the Government Committee for International Cultural Relations, Council of Ministers of the Union of Soviet Socialist Republics, entitled "Two Approaches To The Development of Cultural Relations". The article appeared in the November 1959 issue of the Soviet journal International Affairs.

The following are extracts from Mr. Zhukov's article, which has been translated by the Institute of International Education:

> "At the present time, people all over the world are talking and writing of ways to end the 'cold war' and to assure peaceful competition and cooperation on an international scale. It is natural that a great deal of attention is devoted to the question of international cultural relations. If properly established these relations can, and must, become an important factor in assuring mutual understanding and cooperation between peoples.
>
> "International cultural relations, as has been learnt from experience, can play a very important role in minimizing the 'cold war' and establishing friendship between governments, so that both sides can

honestly exchange cultural values and attributes without one country trying to smuggle in contraband ideas that are foreign and, perhaps, even hostile to the other. On the other hand, attempts to use international cultural relations to force unacceptable ideology on one's partner, to use Trojan horse tactics, to practice subversion, will only lead to the resumption of the 'cold war.' Such attempts were, are, and will be repulsed by the Soviet people. ...

"The Soviet people stand for maximum development of exchanges contributing to mutual understanding and international cooperation in the fields of culture and peaceful application of science and technology. They oppose the attempts of their ideological adversaries who are trying to use cultural relations to return the Soviet people to the old capitalist barn.

"During the last years international cultural relations have expanded tremendously. These relations are developing through many channels and into many forms that have multilateral and bilateral character. Various international festivals, exchange of artists, many aspects of cooperation between scholars of different countries, creative forums of writers, philosophers, economists, exchange of students, trips by hundreds of thousands of tourists from one country to another - all these and many other forms of cultural intercourse are becoming a familiar occurrence in the life of peoples. ...

"The Soviet people favor the widest development of international relations with all their soul and heart. Moscow in the last few years has become a meeting place for cultural envoys from all the continents and nations. ...

"Concern for worldwide strengthening and development of fair and mutually advantageous cultural relations with all countries occupies the Soviet government's constant attention. Contracts and agreements in the field of culture, science, and art, between our country and the governments from abroad are steadily expanding. ... in the last three years (1956-1958), more than two million Soviet citizens went abroad; during the same time, more than a million and a half foreigners visited the Soviet Union. ... During 1958 alone, 11,504 students and aspirants from 20 countries attended the institutes of higher learning in the U.S.S.R. Besides, there were 216 foreigners studying industrial production in the U.S.S.R. During the same time 415 Soviet students and aspirants and 254 in industrial production studied abroad. ...

"In Washington on January 27, 1958 an American-Soviet agreement was signed concerning contacts in the fields of culture, technology, and education. It is difficult to over-estimate the significance of this document which is a real step forward in the battle towards the normalization of the Soviet-American relations.

"The Chairman of the Council of Ministers, N.S.Khrushchev, on sending the document to President Eisenhower, characterized it as follows: 'the Soviet-American agreement for exchanges in the fields of culture, technology, and education appears, in our opinion, to be a good practical step in the direction of bringing our two countries closer together. It

is gratifying to see that the conclusion of this agreement was greeted with approval not only by the peoples of the U.S.S.R. and U.S. but by the other countries as well. It seems to me that it received such a warm reception primarily because people saw in this agreement a concrete proof that the Soviet-American relations can improve, and that it is possible to hope that the present uncertain and alarming international atmosphere can become healthier.' ...

."We are in favor of developing cultural exchange so that the people get to know one another, but we are against using cultural exchanges for subversion and interference in the government of other nations which results, not in improvement but in deterioration of relations between these governments. The sooner the authors of such unrealistic plans realize that their attempts are doomed to failure the better will it be for cultural exchanges and friendship between the nations."

EDUCATIONAL EXCHANGE IN EASTERN EUROPE

Information on students from the countries of Eastern Europe and the Soviet Union studying abroad is difficult to obtain and even more difficult to interpret. The lack of any clear distinction between refugee students and exchange students makes such data as exist relatively useless. For example, a large number of Hungarian students are reported to be studying in Western Europe and more than one hundred students from Czechoslovakia, Poland and the U.S.S.R. reported to be studying in Vatican City.

Foreign Students

Somewhat better data are available, however, on the numbers of foreign students studying in the countries of Eastern Europe and in the Soviet Union. Figures published in 1960 indicate that in 1957-58 there were a total of 11,266 foreign students in the U.S.S.R., including 1,414 students in Czechoslovakia, 931 in Poland, 513 in Yugoslavia, and 429 in Bulgaria. Many of these exchangees came from other countries within Eastern Europe and from countries friendly to them; a sizeable number, especially in Yugoslavia, came from Middle Eastern and African countries, while others were from Western Europe.

Many of the foreign students in the U.S.S.R. come from the People's Republic of China (nearly 5,000 in 1956-57) and large numbers (approximately 1,000)come from Poland, Czechoslovakia, Bulgaria, and the Democratic Republic of Germany. Other large nationality groups are reported from Hungary, Rumania, Mongolia, the Democratic People's Republic of Korea, Viet Nam, and Albania.

Over 400 students from the Democratic People's Republic of Korea were reported in Czechoslovakia in 1956-57, over 200 were from Bulgaria, and over 100 were from Greece, the U.S.S.R., and the People's Republic of China.

The largest group of foreign students in Poland in 1956-57 was also from the Democratic People's Republic of Korea (359).

There were approximately 90 students from Italy and Greece in Yugoslavia in 1957-58 and about 50 from Bulgaria. 1960 data indicate that the largest

nationality group of foreign students in Yugoslavia was from Iraq and that many of the other foreign students were from Middle Eastern and African countries. In 1960, there were some 50 graduate students in Yugoslavia, mostly students of Slavic language and literature from Western Europe.

The majority of the foreign students in Bulgaria in 1957-58 were from Albania and the Democratic People's Republic of Korea.

The majority of foreign students in Czechoslovakia, Poland and the U.S.S.R. studied engineering. In Bulgaria, there was an emphasis on agriculture and engineering and in Yugoslavia, foreign students stressed the humanities and engineering.

In addition to student exchanges, many other intra-Eastern European exchanges take place. Cultural, professional, technical and sports delegations are interchanged, as well as professors, teachers, education administrators, and scientific workers.

People's Friendship University

Early in 1960, the Soviet Union announced that it will open a university for students from Asia, Africa and Latin America. To be known as the People's Friendship University, its first year's activities are planned for an enrollment of 500. Future plans call for an enrollment of between 3,000 and 4,000 students.

A special dispatch by Max Frankel in the New York Times of February 24, 1960, based on a report in the Soviet newspaper Izvestia, provides some details on the University.

The University's governing council will be made up of representatives from Soviet youth, union and Government agencies from such organizations as the Committee of Solidarity with Asia and Africa. Students from abroad will be trained as engineers, teachers, economists and specialists in agriculture and industry in a four-year course of study; medical training will require five years.

The criteria for admission are to be formulated by the governing council, and it is reported that consideration will be given irrespective of race, nationality or religious faith. However, it is understood that students from Asia, Africa and Latin America are desired. Successful applicants will receive free tuition, medical care, monthly stipends, dormitory space, and transportation to Moscow and back.

Although Soviet instructors will probably form the bulk of the faculty of the new university, a substantial number of the professors are expected to come from other countries, particularly from countries in Asia and Africa.

It is not expected that the establishment of the Friendship University will result in a decrease in the number of students from abroad studying at regular Soviet institutions under official exchange agreements.

TECHNICAL ASSISTANCE PROGRAMS

In addition to the Soviet efforts to increase student exchanges with the non-Communist and less-developed areas of Africa, Asia and Latin America through

such programs as the People's Friendship University, the Soviet Union and the countries of Eastern Europe are already involved in extensive technical assistance exchanges with countries in those areas.

Numerous exchanges of technicians and trainees are involved in technical assistance programs. According to a report published in 1958 by the Committee for Economic Development, more than 2,000 technicians from the Soviet Union, Eastern Europe and China worked for a month or more in 19 underdeveloped non-Communist countries during the first half of 1957. More than 80% of these technicians went to Egypt, Syria, India and Afghanistan, and approximately two-thirds were engaged in development projects, the rest in military assistance activities. The Soviet Union has also assisted in the establishment of technical institutes in such countries as India, Burma and Egypt. Training programs have been set up as one phase of technical assistance, and in 1957 over 2,000 technicians, professionals and students from underdeveloped countries went to China, the U.S.S.R. and the countries of Eastern Europe for specific courses or observation of techniques.

EXCHANGES BETWEEN THE UNITED STATES AND EASTERN EUROPE

Although Russians and Americans have had a lively curiosity about each other for centuries, academic exchange between the two countries has been limited since the Revolution of 1917. During the Twenties and Thirties individual scholars and students were able to pursue their studies in each others' countries, but attempts to set up a student exchange program on a continuing basis were unsuccessful. U.S.-U.S.S.R. academic exchanges never reached the level of the rapidly expanding United States exchange programs with other major countries.

U.S.-U.S.S.R. Cultural Agreements

The recent increase in exchanges between the United States and the U.S.S.R. and the countries of Eastern Europe dates from the signing on January 27, 1958, of the Lacy-Zaroubin Agreement (officially known as the "Agreement Between the United States of America and the Union of Soviet Socialist Republics on Exchanges in the Cultural, Technical, and Educational Fields"). A second agreement to continue such exchanges for an additional two-year period was signed in November 1959.

The 1959 U.S.-Soviet Agreement covers exchanges of scientific personnel; specialists in the fields of industry, transport, construction, trade and agriculture; the exchange of students, performing artists and athletes; cooperation in the fields of public health, medical science and cinematography; exchange of radio-television programs, publications and exhibitions; travel by representatives of cultural, civic, youth and social groups; the development of tourism; and the establishment of direct air flights.

Cultural Exchanges

Statistics issued by the East-West Contacts Staff of the United States Department of State show a total of 519 projects during the calendar years 1958-59 involving the exchange of persons between the United States and the U.S.S.R., Poland, Czechoslovakia, Rumania and Hungary. A total of 2,802 Americans were included in these exchanges: 2,144 to the U.S.S.R., 484 to Poland, 46 to Czechoslovakia, 46 to Rumania and 82 to Hungary. The same report shows that 1,867 Soviet citizens, 680 Poles, 58 Czechoslovaks, 17 Rumanians and 43 Hungarians came

to the United States during that period on exchange projects. These programs involved scientific, technical, cultural and academic groups and individuals.

In 1959, 206 Soviet tourists came to this country and approximately 10,000 Americans visited the U.S.S.R.

Exchanges Of Scholars

The exchange of graduate students between the United States and the U.S.S.R., now in its third year of operation, has aroused considerable interest in academic circles and in the public press. During the first two years, 46 Americans and 44 Soviet graduate students participated. Although the numbers involved are small, several important problems have arisen in the conduct of the program.

Some difficulties have arisen in the administrative process of providing and receiving academic information on the students and their study plans prior to their placement at appropriate institutions. Others stem from the differences in the university systems of the two countries, which may be unfamiliar to the exchangees. Other difficulties relate to restrictions on access to archives and other facilities in the Soviet Union and on travel within the Soviet Union. Some result from the general international climate in which both countries seek to ensure that the exchange program will not be used for propaganda or espionage purposes. Despite the difficulties which have been encountered in its operation, the program is continuing with the cooperation of both governments.

9/30/60

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Jack Tar Hotel, San Francisco, California
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Discussion Groups: Series I

"How Exchange Programs Help Nations Achieve Their National Goals"

Summary Background Paper

Panel I-4

LATIN AMERICA

Institute of International Education, 1 East 67th Street, New York 21, New York

LATIN AMERICA

The term "Latin America" is used to designate a vast region stretching from Mexico south through Central and South America to the tip of Chile, including the insular nations of the Caribbean. There are 20 nations in this area, plus a number of territories under various kinds of European control; its expanding population now totals some 190 million. The people come from a variety of ethnic and cultural backgrounds, ranging from illiterate Indians in mountain villages to the major cities. The official language of most of the countries is Spanish; Portuguese (Brazil) and French (Haiti) are examples of the exceptions. The languages of the Indians of Central and South America are widely used.

EDUCATIONAL CONDITIONS SUMMARIZED

This is a period of tremendous change in Latin America. Old patterns are being broken and new philosophies and new ways are being introduced. Latin American governments face a widespread popular demand for an improved standard of living which they are trying to achieve by accelerating national industrial development and economic diversification. Throughout Latin America interest in education is high, particularly interest in altering traditional patterns to help meet the crucial needs of the mid-20th Century. Efforts are being concentrated on increasing the percentage of educated people; the basic problem of widespread illiteracy has high priority; and the universities are seeking and trying new methods to meet the challenge of social change.

The educational systems of the Latin American countries are fundamentally European in origin, patterned primarily after that of the French. Control of education, as in Europe, is centralized in national ministries of education which set the standards and requirements for all schools whether public or private, national or provincial.

Higher Education

In the 20 countries of Latin America there are over 100 institutions at the university level, including several such renowned academic institutions as the University of San Marcos in Peru and the National Autonomous University of Mexico, both of which were founded before the arrival of the colonists in the United States. In most of the Latin American republics many of the universities were, and still are, loose federations of faculties * related to one another through joint participation on councils and boards of the universities. In addition, some have research institutes or specialized schools connected with the faculties. The faculties of law and medicine receive the highest proportions of students.

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* Latin American universities are usually composed of seven basic faculties: philosophy and letters, commerce and economic sciences, law and political science, physical and natural sciences, agronomy and veterinary science, medicine, and engineering.

Problems In Education

It is generally recognized in Latin America that education is an essential part of national economic, social and political development and that the improvement of human resources through education is one of the most effective means of furthering that development. Among the problems which most urgently face Latin American countries are widespread illiteracy, the need for expansion of elementary and vocational training facilities, the need to develop facilities offering supplementary and continuation education at the secondary and higher levels, the need for expanded teacher-training programs, the need for establishing selective admissions practices in the universities, the need to assure full-time staff for the institutions of higher education, and the need to increase inter-university cooperation and communication throughout the area.

Efforts are being made by governments and private organizations to meet the problems in education below the university level. Argentina, Brazil, Chile and Uruguay are among the Latin American countries which have done most to curb illiteracy and improve secondary education. Colombia has supported a program to educate people in the inaccessible rural areas by radio. The Rural Teacher Training Center, supported by the Creole Foundation in Venezuela, is another example of efforts to improve secondary school teaching. The activities of Unesco and OAS in this area are important; in addition, some of the universities, such as Costa Rica, are assuming greater responsibility for the training of secondary school teachers.

Higher education has traditionally been limited to the financial or social elite. There is increasing evidence, however, of an endeavor to extend educational opportunities to the population as a whole in many countries. The present attempt to meet the educational needs of thousands of students is a major concern of universities in this area. As a result, Latin American institutions are generally overcrowded and attempts are being made in many countries to set up more satisfactory admissions procedures so that enrollments will not exceed university capacities. In certain fields, such as medicine, the necessity for such a change is readily apparent. Brazil, Panama and some other countries are now limiting the admission of students to medical and engineering schools on the basis of available laboratory facilities.

Traditionally, faculty members of Latin American institutions of higher education have not been full-time teachers. Faculty members have sometimes taught only two or three hours a week, their primary interest being the practice of their professions or business. In recent years, there has been a move in the direction of full-time teaching staffs. At the University of Costa Rica, for example, one-third of the 150 faculty members are now full-time.

In general, communication between Latin American scholars is limited, not only on the international level but within their individual countries as well. Brazil, Argentina, Chile, Bolivia, Peru and Colombia all have more than one central, national university. They are striving to cope with the problems of communication between the universities in the capital and those in the provinces and among scholars on the faculties of these institutions.

EDUCATIONAL EXCHANGE

International educational exchange programs are regarded as one method of overcoming some of the educational problems which confront the countries of Latin America. For the most part, exchange programs are organized between North America and Latin America or between Europe and Latin America. Intra-Latin American exchange generally occurs through the informal process of students attending universities outside their own countries. At the professional or post-graduate level little has been done to bring together scholars from several Latin American countries; exceptions are the United Nations-supported Latin American Faculty of Social Science at Santiago and the Economic Commission for Latin America and the Unesco Center for Social Sciences in Rio de Janeiro.

Exchange Programs

Although inter-American programs for educational exchange are a relatively recent development, several multilateral agreements for educational exchange are now in operation. The Inter-American Cultural Convention of 1938 set the pattern, since widely followed, which enabled graduate students in the Western Hemisphere to receive grants for study in the United States and Latin America. Host countries provide maintenance and tuition and the home country pays for travel costs. All but Argentina, El Salvador and Uruguay participate.

Another inter-governmental effort involving the exchange of persons began in 1954, when the Finance Ministers of Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua established a Program for the Economic Integration of Central America and, with the help of the United Nations Technical Assistance Program, founded the Advanced School of Public Administration in Costa Rica. Since 1954, over 250 officials of the five countries have taken specialized courses in government administration. Also during 1954, the Central American Institute for Technological and Industrial Research (ICAITI) was established in Guatemala through the cooperation of the five governments participating in the Program for the Economic Integration of Central America. As well as being a research center, ICAITI trains Central American exchangees in the field of industrial research.

Most of the Latin American governments also provide grants for international study. There are, in addition, some exchange programs and educational projects supported by private organizations and foundations in the U.S., such as Ford, Rockefeller, Carnegie and the National Academy of Sciences. The largest programs sponsored by international organizations are conducted by the Organization of American States (OAS) and Unesco. The major United States Government programs are those conducted by ICA and the Bureau of Educational and Cultural Affairs of the Department of State.

The OAS programs are conducted on an intra-Latin America and inter-American basis and stress study in the fields of public administration and education. Under many OAS programs, the individual exchangee is required to work in a field specified by his home government after his period of study abroad is completed. Unesco's emphasis in this area is on primary education. In addition to Unesco, such United Nations agencies as the Technical Assistance Administration, FAO, IAEA, the International Civil Aviation Organization, ILO and the International Telecommunication Union sponsor international educational exchange activities in Latin America.

ICA Programs

ICA higher education programs in Latin America are carried out by ICA staff members on assignment in a Latin American country or through an ICA contract with a United States university. In both instances, Latin Americans may be brought to the United States or sent to other Latin American countries for training. As of September 30, 1959, 10 countries in Latin America had 17 contracts with 16 United States universities. There were 118 United States technicians in Latin America under these university contracts. During the 1959 fiscal year, a total of 1,551 ICA Latin American participants trained in the United States (including Puerto Rico) in the following fields: agriculture, atomic energy, community development, education, health, housing, industry, labor, public administration, public safety, and transportation. An additional 72 Latin Americans were sent to other countries in the Western Hemisphere for study and training.

Department of State

The programs of the Bureau of Educational and Cultural Affairs are carried out by the Department of State under the United States Information and Educational Exchange Act of 1948 (Smith-Mundt Act), Public Law 584 (the Fulbright Act), and the IACC. In addition to general exchanges under the categories of university study, advanced research, and teaching and university lecturing, exchange projects include: four junior-year-abroad programs for U.S. students to study in Brazil, Chile, Costa Rica and Peru; a summer seminar in Colombia for U.S. teachers of Spanish; short-term student seminars in the United States for Latin American students; and, a Teacher Development Workshop in Puerto Rico for Latin American educators in the fields of elementary, secondary and vocational education. U.S. Department of State grants to Americans for educational activities in Latin America from 1949 to 1959 totaled 712. Of these, 211 were for university study, 33 for advanced research, 49 for teaching, 286 for university lecturing, and 133 for lecturing or advising. Grants to Latin Americans for exchange activities in the United States numbered 2,960, of which 1,183 were for university study, 68 for advanced research, 587 for teaching or teacher development, 40 for university lecturing, 214 for practical experience and training, and 868 for observation and consultation.

Foreign Students In Latin America

Unesco data for 1957-58 indicate that Argentina draws by far the largest number of foreign students to its institutions of higher education; a total of 9,267 are reported for that year. Over 4,000 of these foreign students in Argentina studied medicine, nearly 2,000 were in the social sciences and over 1,000 studied law. Lesser numbers of foreign students were reported in Colombia (351), Ecuador (253), Costa Rica (179), Nicaragua (120), Panama (77), Trinidad and Tobago (72), and Barbados (14). Foreign students in Colombia studied the humanities, medicine and engineering; those in Ecuador were most often reported as students of medicine and the humanities; the largest group in Costa Rica was in the humanities; and, agriculture and the humanities were emphasized in Nicaragua.

In 1958-59, a total of 1,308 students from the United States were reported studying in Latin America. The vast majority (1,142) were in Mexico, including 888 at Mexico City College. In 1959-60, 177 scholars from the United States were reported teaching or doing research in Latin America. The largest numbers were

in Brazil (33), Mexico (29), Chile (19), Peru (17), and Colombia (12). In 1958, a total of 63 inter-university programs were reported operating between institutions in the United States and Latin America. Most of these programs were in Mexico (24), Brazil (6), and Peru (6).

Latin American Students In Europe

Unesco data for 1957-58 show that Latin American students in Europe are most often reported in Spain, the Vatican and France. Lesser numbers are reported in Switzerland, the United Kingdom and West Germany. Nearly half of the Latin American students in Spain were from Venezuela; another very large group was from Colombia. The largest nationality groups in the Vatican were from Brazil and Mexico. The largest student groups in France and West Germany were from Argentina. In 1959-60, a total of 432 students from the West Indies Federation were reported studying in the United Kingdom; 83% of these students were undergraduates.

Latin American Exchangees In The U.S.

During 1959-60, 12,222 students, physicians, industrial trainees and scholars from Latin America were reported studying, teaching, doing research or training in United States colleges, universities, hospitals and business corporations. Of this total, 9,328 were students, 1,837 were interns and residents, 863 were industrial trainees, and 178 were scholars on the faculties of colleges and universities in this country.

3,812 of the students were from South America, 2,582 were from the Caribbean area, 1,578 were from Central America, and 1,356 were Mexicans. In addition to the Mexicans, six other nationality groups numbered over 400: Cubans (935), Jamaicans (902), Colombians (687), Panamanians (544), Brazilians (473), and Peruvians (418).

A field of study distribution shows that the largest number of these Latin American students studied engineering (2,520), over 2,000 followed courses in the humanities; and, there were over 800 students in each of the three broad fields of the physical and natural sciences, business administration, and the social sciences. The students from the countries of South and Central America and the Caribbean area followed the overall field of study breakdown for Latin American students; however, nearly half of the Mexican students here studied in the various fields of the humanities. Almost half of the Cubans studied engineering and there were more than 100 in the humanities and in business administration; Jamaicans studied the humanities, the physical and natural sciences, engineering and the social sciences; and the largest groups of Colombians, Panamanians, Brazilians and Peruvians studied engineering.

Only about a third of the Latin American students here during 1959-60 were reported as having begun their studies in the United States that year. Almost half of the Latin Americans reported that they used their own or their family's funds to study here; 19% received private organizational support, 6% were aided by the United States Government, and 5% received financial assistance from their own governments. The vast majority (71%) of Latin American students were undergraduates.

The majority (1,314) of the Latin American physicians in training in United States hospitals in 1959-60 were residents, 523 were interns. 498 physicians were from Mexico; and, there were over 100 interns and residents from six other countries; Argentina (225), Peru (213), Colombia (194), the Dominican Republic (149), Brazil (121), and Cuba (105). Mexicans also were the largest nationality group of industrial trainees here in 1959; there were 205 trainees from Mexico, 180 from Argentina, 138 from Brazil, and 124 from Venezuela. The majority (215) of the Latin American scholars on the faculties of United States colleges and universities were from South America; the largest number of the Latin American scholars were in the field of medicine.

9/30/60

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"How Exchange Programs Help Nations Achieve Their National Goals"

Summary Background Paper

Panel I-5

MIDDLE EAST and NORTH AFRICA

Institute of International Education, 1 East 67th Street, New York 21, New York

THE MIDDLE EAST and NORTH AFRICA

THE "MIDDLE EAST"

The term "Middle East" has at times been used to identify all or part of a vast area stretching from Morocco to India and from Bulgaria to Somalia. The adjective "Middle" describes an area between those regions which were near to and far from the eastern portals of ancient Europe. Under present consideration is an area ranging west to east from Morocco to Iran and north to south from Turkey to the Sudan.

The countries within this region differ among themselves in language, religion, wealth of natural resources, degree of economic and cultural development and in the number and caliber of their educational institutions. The area includes both the Arab countries and others which are not, such as Turkey and Iran; it includes newly-independent states, such as Tunisia and the Sudan, as well as countries with long histories as national entities. Political alignments within the area are affected by the Israeli-Arab conflict, by the efforts of the United Arab Republic to lead and unify the Arab world, and, less directly, by conflicts between the U.S. and the U.S.S.R.

EDUCATIONAL CONDITIONS SUMMARIZED

The population of this area is in excess of 130,000,000. The combined populations of the former states of Egypt and Syria make the United Arab Republic the largest nation in the Middle East. Turkey and Iran have the next largest populations in the area.

With the exception of Israel, Lebanon and Turkey, the countries of the Middle East share a very high illiteracy rate - usually reported at around 80%. In addition to efforts to lower the illiteracy rates, regional emphases in education include the training of more and better teachers and the development of primary and secondary school programs to meet national needs.

Institutions Of Higher Education

Institutions of higher education exist in Iran, Iraq, Israel, Lebanon, Libya, Morocco, Saudi Arabia, the Sudan, Tunisia, Turkey, and the United Arab Republic. Plans are being made for the establishment of facilities for higher education in Jordan and Kuwait.

The modern educational systems of the various countries have followed European patterns, primarily British, French and German. Although most of the institutions of higher education in the area were established quite recently, two universities in the Middle East have an ancient tradition. In the United Arab Republic (Egypt), Al-Azhar has been a center of Islamic studies since its founding in 971; the University of Istanbul was established in 1453. Modern university concepts in the United Arab Republic developed early in this century: in 1903, the Turkish rulers of the area founded a school of medicine and pharmacy in Damascus; in 1908, a university was opened in Cairo. Institutions of higher education, in the modern sense, were established in the last quarter-

century in Iran, Iraq, Libya, Morocco and the Sudan.

The educational situation in Lebanon is unique in the Arab world. A comparatively high literacy rate and an advanced stage of education have been accomplished largely through the efforts of private and foreign schools. Lebanon has three separate systems of education: Arabic, French and American. At the university level they are represented respectively by the recently established Lebanese University, the Jesuit University of Saint Joseph, founded in 1881, and the American University of Beirut, founded in 1866.

The enrollment in institutions of higher education is highest in the United Arab Republic and Turkey. The most recent statistics available show that over a third of the students in institutions of higher education in the UAR (Egypt) follow courses in the social sciences; a quarter, the humanities; and slightly over an eighth study medicine. Over half of the students in Turkey study the various fields of the social sciences; over an eighth, the natural sciences. In Iran, over a third of the students in institutions of higher education study medicine; in the Syrian province of the UAR, two-fifths take social science courses; in Iraq, the major fields of interest are the social sciences, education and medicine; in Israel, humanities and education, along with engineering and the natural sciences are the chief fields of study; and in Lebanon, Tunisia and Morocco, emphasis seems to be on the humanities, the social sciences, the natural sciences, engineering and medicine.

Education has contributed to the present movement toward Arab unity, as increasing emphasis is placed on subjects which are the common heritage of much of the area, such as language, literature and history. There are indications that foreign educational institutions may come under greater national supervision and control as the educational systems in these countries develop.

Expansion Of Educational Facilities

The past decade has seen a great expansion of education in the Arab countries of this area. The doubling of the primary school population in the period since 1950 may be attributed to a general population increase, a rising public demand for education and governmental intentions to wipe out illiteracy. Secondary and vocational school enrollments have nearly tripled in the past ten years, but are still far behind primary school enrollments. For every 100 pupils in primary schools in the Arab countries, there are sixteen in general secondary schools and two in vocational schools. There were some five million primary school pupils in 1958-59 and about 800,000 in general secondary schools. University enrollments in Iraq, Lebanon, Tunisia and the United Arab Republic have doubled in the period since 1950. Some 100,000 students were enrolled in universities in these countries in 1958-59.

The rapid growth of school and university enrollments and the extensive literacy programs represent impressive achievements, although some important problems remain. For example, the number of girls in schools is still much lower than the number of boys, school building programs have not been carried out uniformly, and there are indications that there have been few changes in the methods and techniques of teaching.

EDUCATIONAL EXCHANGE

One of the most striking characteristics of international educational exchange activities in the Middle East is the major role played by the United Arab Republic (Egypt) in international programs of educational and other cultural exchanges within this area and with other countries of the world.

United Arab Republic (Egypt) Exchange Activities

Unesco data show that the United Arab Republic ranks second, after the United States, among the principal country donors of international fellowships. There are UAR Government grants for study in the United Arab Republic for students from many countries of Africa, Asia and Europe as well as from the Soviet Union and the United States. Unrestricted grants and awards for study in Australia, Europe, India, Pakistan, the Union of South Africa, the United States and the USSR are offered to UAR citizens.

Of Egypt's total higher education enrollment of 89,342 in 1957-58, 5.1% were foreign students. Egypt's 4,541 foreign students put her in ninth place among host countries, after the U.S., France, West Germany, the UK, the USSR, Argentina, Austria and Switzerland. The largest group of foreign students reported in Egypt in 1957-58 (913) were following courses in medicine; the next five general fields of study were the social sciences (885), the humanities (759), engineering (648), law (491), and agriculture (378). A more recent estimate places the number of foreign students in Egypt at 9,500. In addition to its role as host to thousands of foreign students, Egyptian teachers are sent abroad in great numbers to serve in many African and Asian countries.

Israeli Technical Cooperation

Another notable development in educational exchange in this area is the increasing involvement of Israel in technical cooperation programs with the countries of Africa and Asia. Israel is supplying the governments of these states with the services of technicians and specialists, whose salaries and travel expenses are paid for by the recipient country. Since 1953, for instance, 100 Israeli specialists have gone to Burma to furnish advice in such fields as agriculture, banking, military training, shipping, housing, medicine, economic planning and engineering.

Israeli experts in Ghana include advisers and instructors in education, finance and agriculture. Smaller groups of Israeli technicians have served in Nigeria, Liberia, the Republic of Sudan, India, Ceylon, South Vietnam and the Philippines.

Israel has also provided specialized training for Asian and African students and civil servants, who come to Israel for short observation missions or more extensive training in light industries operation, construction, irrigation, labor leadership and other fields of particular interest to the developing countries.

Middle Eastern Students Abroad

Limited data indicate that most Middle Eastern students studying abroad are enrolled in institutions in Western Europe, the United States and Egypt. Indications are that lesser numbers are in Eastern Europe and the Soviet Union. For

example, over a thousand Iraqi are reported in the UK; nearly as many Iranians in West Germany, along with large numbers of students from Turkey and the UAR; and many Middle Eastern students are reported in Austria, France, Italy, Switzerland and Yugoslavia.

Middle Eastern Exchangees In The U.S.

Over 9,000 Middle Easterners were in the United States for educational purposes during 1959-60. More than 7,100 were here as students, including about 1,700 in training as interns or residents in United States hospitals; 188 held teaching or research positions on the faculties of United States colleges and universities, and 116 were industrial trainees.

Over one half of the 7,143 Middle East students in the U.S. were from Iran (2,507), Turkey (835) and Israel (807); four other student nationality groups numbered over 500 each: the UAR (773), Iraq (675), Lebanon (590), and Jordan (556).

Of the 7,143 students here in 1959-60, 2,227 began their studies in the United States that same year. The majority (4,409) of Middle East students in this country followed undergraduate courses. The largest group (37%) studied engineering, 13% took courses in the physical and natural sciences, and another 13% were in the various fields of the humanities.

The majority of the foreign physicians from the Middle East in training in this country were from Iran (581), Turkey (578), the UAR (163), and Lebanon (106). Most (1,276) of these physicians from the Middle East were residents. Israel (60), Turkey (46), the UAR (30), and Iran (24) provided the largest numbers of scholars on the faculties of United States colleges and universities. The largest numbers of industrial trainees were from Turkey (27), Saudi Arabia (17), and Iran (13).

Americans In The Middle East

During 1959-60, 81 American scholars were reported teaching or doing research in the Middle East institutions of higher education (over two-thirds of them in Israel). The majority of American scholars in the Middle East were in Iran (22) and Turkey (20). The largest number (7) of those in Iran were in the field of agriculture; over half of those in Turkey were in the various fields of the humanities (6) and education (5).

Sources Of Support

In addition to the financial support for educational exchanges provided by the governments of the countries of this area, financial support has been forthcoming from United States governmental agencies and international organizations. During the period 1949-59, U.S. Department of State programs involved 430 grants to Americans, mainly for university lecturing and teaching. Grants were also made to 1,585 persons from the Middle East and North Africa, mainly for university study and for observation and consultation in the U.S. In 1959, under ICA programs, 715 American technicians were working in the area, while 601 participants visited the U.S. United Nations organizations involved in educational activities in this area include Unesco and WHO. Several U.S. foundations and church groups have also engaged in educational activities in the area. They include the American

Friends of the Middle East, the Doris Duke Foundation, the Ford Foundation, the Near East College Association and the Rockefeller Foundation; the Congregational Church, the Presbyterian Church, the Roman Catholic Church, and the Seventh-Day Adventists Church.

Of the 7,143 Middle East students in the United States last year 12% were reported as having received financial assistance from their home government; 4% received aid from the United States Government. The 1,055 (15%) reported receiving aid from private organizations consisted primarily of United States college and university scholarship holders.

9/30/60

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Jack Tar Hotel, San Francisco, California
November 30 - December 3, 1960

Discussion Groups: Series I

"How Exchange Programs Help Nations Achieve Their National Goals"

Summary Background Paper

Panel I-6

NORTH ASIA

Institute of International Education, 1 East 67th Street, New York 21, New York

NORTH ASIA

The term "North Asia" is used here to describe the Chinese mainland and the two long loops of islands and the protruding peninsula on the rim of Asia upon which they converge. From this peninsula, Korea, one loop of islands stretches southwest in a wide arc embracing the Ryukyus and Taiwan opposite the Chinese mainland. The other loop, comprising the four islands of Japan, runs northwest to within 50 miles of Soviet-held Sakhalin Island. Approximately three-quarters of a billion people inhabit these regions: including more than 620 million in the People's Republic of China; over 90 million Japanese, in less living-space than the state of California; more than 20 million Koreans , on a land-mass roughly equal to the state of Ohio; 10 million Nationalist Chinese, on an island about one-third as large; approximately two and one-half million in Hong Kong; and nearly one million Ryukyuans scattered throughout islands hardly equalling together the area of Rhode Island.

EDUCATIONAL CONDITIONS SUMMARIZED

Post-war education had a common starting point in each of these countries in the intense Oriental respect for education as a measure of individual worth and as a basis of social prestige and professional advancement. Also common was the skeletal form of a centralized and state-controlled Western school system adopted and fostered by the Japanese - universally in Japan itself, and to a less-developed stage in China, Korea and the Ryukyus, particularly beyond the lower middle school level. A third common factor, though difficult to assess, has been the impact on indigenous education of large numbers of Chinese, Japanese and Koreans trained in the West. A final factor common to all has been the intensified effort toward educational, as well as economic, recovery from the profound political, economic and social upheavals resulting from the end of World War II, the Communist conquest of China in 1949, and the Korean War in 1950-53.

The Japanese have striven to recoup and surpass their previous standard of living by expansion of industry and trade with Southeast Asia and the West, by cementing their relations with these areas through cultural relations through cultural interchange, and by national planning in the field of education consonant with the demands of the developing economy. The Koreans, determined to expand and improve the educational system which existed during the years of Japanese domination, have made great efforts to replace Japanese leadership and skills with trained Korean personnel. The Republic of China has made strides in education in Taiwan to keep pace with the needs of the rapidly developing industrial sector of the economy and to improve the general standard of living. The People's Republic of China has also made efforts to increase literacy and to expand educational facilities for students and adult workers.

Republic Of Korea

In the Republic of Korea, enrollment in the elementary schools jumped from 54% of school age children in 1945 to 93% in 1956. In 1958-59, the Korean Government reported that there were 4,572 primary schools with an enrollment of 3,602,554. It is important to note that an estimated 50% of the financial burden of primary school education is borne directly by the parents of the pupils.

The expansion in secondary education has been even greater. The 257 secondary schools, 1,546 teachers and 77,701 students in 1945 had increased by 590%, 570% and 700% respectively by 1956. Adding to this figure the more than 90,000 students in secondary vocational education (1954), there are now probably far in excess of 600,000 Korean students on the secondary level. In 1959, there were over 80,000 students enrolled in some fifteen universities, thirty-four colleges, six junior colleges, and twenty special schools. The net result is that, in spite of the wide devastation due to the Korean War, the low level of the largely agricultural economy, and the high proportion of youth in the general population, almost all Korean youth are receiving a primary education, one in six is receiving a secondary education; and for every eight secondary school pupils there is one student in a university or college.

Republic Of China

Similar quantitative progress has been made in Taiwan, where in 1958-59 it was estimated that 95% of all primary school age children were attending school, an attendance rate claimed to be second only to Japan's in all of Asia. The 208 secondary schools (as in Korea, the system is 6-3-3-4) enrolled 208,884 students in the academic year 1958-59. These were supplemented by 109 vocational schools offering courses to 71,382 students in subjects ranging from home economics and nursing to agronomy and marine engineering. Higher education was provided for 27,938 students by seven universities and 14 colleges in 1958-59. By way of comparison with the situation in Korea, one youth out of six was receiving a secondary education, and for every ten secondary school pupils there was one student in a university or college.

People's Republic Of China

Between the years 1949-50 and 1956-57, primary school enrollment in the People's Republic of China is reported to have risen from 24,391,000 to 63,000,000; middle school enrollment from 1,039,000 to 4,707,000; and general secondary school enrollment from 1,268,000 to 5,150,555. The student population in higher educational institutions increased in the same period from 117,000 to 443,000. According to a more recent report enrollments in 1958 were 86,000,000 in primary schools, 12,000,000 in secondary schools and 660,000 in higher educational institutions. In the ten-year period 1949-59, literacy is reported to have risen from 20% to 75% of the population. According to official figures for 1955-56, there were 15 comprehensive universities, some 174 specialized colleges and universities, and 53 university-level teacher training institutes in mainland China.

Japan

Primary school enrollment in Japan reached 13,000,000 in 1957-58, covering nearly 100% of the children in this age group or about 14% of the total population. In the same year, there were more than 8,000,000 in secondary schools, including 7,145,000 in general secondary and 918,000 in vocational schools. The university population at the same time was considerably in excess of 600,000, a one to thirteen ratio as compared with secondary school enrollment. This ratio may seem to compare unfavorably with the Korean and Republic of China figures unless one recalls that for every six elementary pupils in Japan there are nearly four in secondary schools, while in both Korea and Taiwan, only one in six receive a secondary education. A more meaningful comparison indicates one Japanese college student for every 150 in the total population, whereas the ratio for Koreans is

1 in 300, 1 in 500 on Taiwan, and 1 in 1,000 in the People's Republic of China.

Ryukyus

Figures for the Ryukyus show relative strength in the primary and secondary categories, with primary attendance at nearly one in five of the general population and better than one out of every two of these receiving a secondary education. The 1,651 college students in the islands represented only about .2% of the estimated population of 807,000 in 1956.

Fields Of Study

In 1956, social sciences led the list of university fields of study in Japan, Korea and the Republic of China, with by far the heaviest incidence among the Japanese: 33%. In the People's Republic of China, the emphasis was on engineering, medicine, and education. Both Korea and Japan emphasized humanities second, while the Chinese on Taiwan stressed engineering. The Japanese show engineering third, education fourth and law fifth. Humanities and agriculture rank third and fourth in the Republic of China. The Koreans followed the social sciences and humanities with law, putting equal stress next on the natural sciences and agriculture and then on engineering. The field of education attracted 12% of the Japanese students, 5% of the Chinese on Taiwan, and only 1% of the Koreans.

Problems In Education In The Republic Of Korea

Certain trends in the recognition of problems and, in some cases, in devising steps toward their solution are clearly discernible. The enormous quantitative development of education in the Republic of Korea, combined with the unavoidable emphasis on the provision of physical facilities, have given rise to many qualitative problems. For some years past the Government has been trying to enforce minimum standards on the new universities and colleges by such measures as ordering reductions in the enrollments of sub-standard institutions. Revision of the character of teacher-training institutions which have not kept up with modern educational thought and practices is an urgent problem. The classical and highly academic nature of the curriculum carried over from the past needs to be altered to meet changed conditions and the needs of contemporary Korea. The Government, recognizing the urgent need of vocational education, has set up many vocational schools in agriculture, commerce, fisheries and home-economics, but the lack of qualified teachers, school facilities and equipment, and adequate curricula and textbooks has impeded the development of vocational education and of the technical colleges as well. Long-range educational planning, geared to overall economic planning, is needed to insure that the economy will be able to absorb the total number of college graduates in various field.

Problems In Japan

Apart from the many problems arising in Japan from the attempts to integrate western methods and values with Japanese cultural and educational forms and values, perhaps the most outstanding problem directly affecting the future of the economy is the vast surplus of university graduates being produced in the humanities and social sciences as contrasted with the alarming deficits in the scientific and technical fields. While the Japanese Government estimated that the economy would require, for instance, 23,118 new "technical science" graduates in the year 1962, it found that there would be a deficit of 5,708 in this category along with a

somewhat smaller deficit in engineering. It therefore took steps in 1958 to insure the admission of 8,000 additional students in these fields. The next most problematic field is education, where the 100,000 degrees expected in the five year period 1958-62 will be almost 20,000 less than anticipated needs. The total deficits in these and related fields is expected to number 77,000.

On the other hand, while Japan needs only about 50,000 graduates in letters in these five years, at present rates she will get over 110,000. The excess in home economics degrees and allied subjects will reach nearly 60,000; in commerce and economics, 58,000; and in law and politics, 25,000 during the same period. The total surplus over and above the demands of the economy in all fields may approach 300,000.

Problems In The Republic Of China

In Taiwan, the low ratio of university to secondary school population and of university students as compared to the total population is reflected in intensive competition for university entrance. Other recent trends have been the opening of new research institutes and the organization of examinations for students desiring to study abroad - both innovations being directed toward raising the level of higher education.

Problems In The People's Republic Of China

The emphasis on education for economic production provides both the orientation and the justification for the attempt to cope with two basic problems long common to much of the Orient: the need to break down the barriers between intellectual and manual workers and between the educated urban leadership and the illiterate rural population. Some measures to meet this need are the efforts to universalize education by means of an extension system of "short-term" and "spare-time" schools for industrial workers; the promotion of "spare-time" secondary vocational schools for the training of technical and administrative personnel for industry and agriculture; the development of secondary schools in the rural areas designed to provide education in agricultural production for rural youth; and the requirement that all students in universities and technical institutes devote a portion of their time to actual production in small factories or workshops attached to these institutions.

Another outstanding problem is the great shortage of teachers. Over half of the primary school teachers were reported in 1959 to be lacking the necessary qualifications. At the secondary school level, short-term and correspondence courses were being used to train senior middle school teachers. At the college level, recent graduates were being used as teaching assistants, particularly in the technical fields.

EDUCATIONAL EXCHANGE

The educational exchange activities of the Republic of China, Japan and Korea are mainly with the United States and they are almost entirely one-way. In 1956-57, the most recent year for which relatively complete comparative figures are available, there were 3,055 Chinese students in the U.S., 248 in Australia, 173 in France, 66 in Germany and smaller groups in other countries. In the same year, 2,307 South Korean students were attending American colleges and universities, while 510 North Korean students were in the USSR. Only very small numbers of South Koreans

were in colleges elsewhere; for instance, nine were in Switzerland and six in Australia. During the same period Japanese students in the United States numbered 1,870; in France, 74; in Germany, 68; and in the UK, 42.

In 1956-57, there were 4,964 students from the People's Republic of China in the Soviet Union. The reported cumulative figures for the decade 1949-59 show that some 14,000 Chinese received advanced training in the USSR, of whom 8,500 returned to serve in their home country. Smaller numbers of students went to other countries; in 1957-58, 22 were in the Federal Republic of Germany, 21 in Bulgaria, and eight in the UK.

Unesco figures for 1957-58 show 367 Chinese students in Australia; and 148 Koreans in Bulgaria and 2,240 in Japan. The Koreans in Bulgaria are from the North and those in Japan are undoubtedly from among the long-resident Korean population.

Exchanges With The U.S.

In 1959-60, the number of Chinese students in U.S. colleges and universities totalled 4,546, the second largest nationality group, after the Canadians. The Korean group of 2,474 was fifth, after Indians (3,772) and Iranians (2,507). Japanese students were next in rank and numbered 2,168. During the same year, there were 80 Ryukyuan students in the U.S. Male students among the Chinese outnumbered females two to one, among Japanese three to one, and among the Koreans five to one. Thirty-six percent of the North Asian students reported that they were studying in this country at their own expense; another 36% reported they received financial assistance from a private organization or the institutions they were attending. One hundred and fifty-two Koreans, 88 Japanese, and 54 Chinese reported United States Government support and 120 additional Japanese indicated United States Government partial grants.

Field of study distribution showed a high concentration of Chinese students in the physical and natural sciences and engineering (54%), contrasted with 31% of Korean and 26% of Japanese students. Japanese students followed courses in the humanities (27%), the social sciences (20%), the physical and natural sciences (16%), and business administration (15%). Korean students reversed the Japanese first and second choices, 28% were in the social sciences and 18% studied the humanities; 16% studied the physical and natural sciences and 14% were in engineering.

In addition to student exchangees in 1959-60, Japan sent to the United States the second largest number of foreign industrial trainees, those from the United Kingdom being first. The great bulk of these 453 Japanese trainees were in technical fields (393). During the same period, there were 62 Chinese and 27 Korean trainees in the United States, almost entirely in technical fields. Besides these technological trainees, there was a large group of physicians here from each of the countries concerned: 322 Japanese, 317 Koreans and 182 Chinese.

Foreign Students In North Asia

Significant numbers of foreign students go to the Republic of China and Japan but few go to Korea. Although Korea offered nine scholarship programs involving 79 fellowships in 1959-60, only five foreign students entered Korea for study. The Republic of China, on the other hand, was reported to have received in 1960 more than 7,600 overseas Chinese students. Most of these were undergraduates from the Republic of Korea, but the total included a small number of Americans.

Little information is available on foreign students in the People's Republic of China, although it is reported that considerable attention is being given to overseas Chinese students, particularly from South and Southeast Asia. There are also said to be students in mainland China from the Soviet Union, Czechoslovakia and Poland, as well as students from the Middle East and from other Asian countries.

In 1959-60 over 1,000 students from other countries were enrolled in institutions of higher education in Japan. Over 100 of these were Filipinos--part of the increasing number coming from Southeast Asia. In accordance with an agreement made in 1958 between the Prime Ministers of Japan and Indonesia, a university designed to accommodate 2,000 Indonesian students of the sciences is to be built in Japan and financed out of war indemnities. Recently it has been reported that three more universities are to be constructed for students from Southeast Asia.

International And Inter-Governmental Exchange Programs

Educational exchange involved in international and intergovernmental aid agency programs with Korea has been of significant proportions. In addition to the substantial material assistance to Korean education furnished by the now defunct United Nations Korean Reconstruction Agency and through the continuing operations of ICA, both of these agencies have been instrumental in sending a continuous flow of educators as well as technical experts in many fields to advise and assist in the training of Korean administrative and technical personnel. At the same time, over the past eight or nine years they have provided training abroad, mainly in the United States, for Korean administrative, technical and professional personnel at many different levels. The same has been true, but to a lesser extent, of ICA operations in Japan and Taiwan.

Direct ICA assistance in the field of education, like most of the educational activities of the Ford Foundation and other private American agencies, is channeled through American university connections with universities in these countries. Three such ICA-financed contracts exist between three American universities and universities in Korea - one each in teacher training, general university development, and the social sciences. In 1957-58, this exchange involved 23 U.S. university faculty members working in Korea and approximately 70 Korean faculty members studying in the United States. During the same period 10 American universities and 14 Japanese colleges and universities exchanged 21 Americans and over 80 Japanese; nine of the Americans and 56 of the Japanese were faculty members and the remainder were graduate students. Of the 14 programs involved, four were financed by ICA, four by The Ford Foundation, and the remainder by the American universities themselves or by other private agencies. There were also, in 1957-58, five American university programs with the Republic of China, three of them financed by ICA, involving the exchange of 30 Chinese (mostly graduate students) and 20 Americans (mostly faculty members). Two of these projects were in education (one of these specializing in engineering), two in the humanities, and one in agriculture.

In addition to these university-to-university programs, a number of U.S. private foundations and agencies, including the Asia Foundation, the Rockefeller Foundation, The China Medical Board and the various Christian missionary groups, make grants direct to educational institutions in North Asia.

U.S. Department of State grants to Americans for educational activities in North Asia during the period 1949-59 numbered 413. Of these grants, 142 were for

university lecturing, 83 for advanced research, 68 for university study, 61 for lecturing or advising and 59 for teaching. During the same period, 2,802 grants were made to North Asians for educational activities in the United States: 1,477 for university study, 457 for observation and consultation, 452 for advanced research, 215 for teaching, 162 for practical experience and training, and 39 for university lecturing. Japanese-American exchange activities accounted for 362 of the 413 grants to Americans, and 2,231 of the 2,802 grants to North Asians.

The most recent figures (1959-60) on inter-university faculty exchanges show 332 Japanese, 100 Chinese, and 21 Korean faculty members in the United States. At the same time, there were 46 American professors in Japan, 29 in Korea and 12 in Taiwan. The Japanese scholars were in the natural and physical sciences (206), medicine (73), and engineering (25). The Korean professors chose the same subjects in the same order. The Chinese also gave first priority to the natural and physical sciences (42), followed by engineering (25).

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Jack Tar Hotel, San Francisco, California
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Summary Background Paper

Panel 1-7

SOUTH and SOUTHEAST ASIA

Institute of International Education, 1 East 67th Street, New York 21, New York

SOUTH and SOUTHEAST ASIA

The area "South and Southeast Asia" includes the 12 continental countries and two extended island chains (The Philippines and Indonesia) stretching south from Afghanistan on the extreme west of China to the northeastern tip of Australia. A long and complicated Asian history of migration, invasion, and cultural diffusion among these countries has stamped Pakistan, Afghanistan, Malaya, and Indonesia with predominantly Moslem cultures. Indian influences transformed Ceylon, Burma, Laos, Cambodia and Thailand into predominantly or exclusively Buddhist cultures, all different among themselves, even though the Thais, Laotians, and Burmese are considered to have been originally of Chinese or Mongolian stock. The Indians and the Nepalese constitute the Hindu world insofar as it is identified with national entities, while the Filipinos, largely Malay in racial origin, came under the influence of Christianity during the period of Spanish colonial rule.

EDUCATIONAL CONDITIONS SUMMARIZED

The history of the last few decades, especially the period since World War II, has witnessed a great ferment in education in each of these countries. Afghanistan, independent of British control since 1919, has made slow but gradual progress, despite the opposition of conservative religious elements. Nepal and Thailand, the only states in the area to escape Western colonial rule, undertook serious improvements in their educational systems beginning in the early 1950's. The Philippines, liberated from Japanese rule and achieving formal independence from the United States, not only has recovered from the war but has taken important strides in education in keeping with the rapid development of the industrial and agricultural sectors of its economy. All of the ten remaining states, containing approximately 625 million people or more than a quarter of the world's total population, have emerged since World War II from colonial status under British, Dutch, or French rule. They have set out, with varying degrees of initiative and imagination, to construct educational systems emphasizing modern needs rather than traditional Asian values, and geared to the national requirements rather than the needs of the colonial powers. At the base of this educational ferment, are the widespread popular desire for education as a means of social and economic betterment and the awareness among government leaders that progress and advancement in any field is dependent upon the quantity and quality of education provided the youth of the country.

Problems in Education

The rate of progress of most of these countries has been retarded by formidable conflicting factors inherent in the Asian situation. First, mass education, little promoted under either traditional Asian regimes or colonial rule, is an enormous financial burden. National budgets have been insufficient for the task of constructing universal school systems, even though some of them are devoting as much as 25-30% to educational development.

Second, the weight of both Asian tradition and unenlightened colonial rule led to a dearth of leadership in governmental administration, the professions, and technical and scientific fields, so that today the necessary "trainers of trainers" are notably lacking.

Third, the critical shortage of ordinary teachers is increased by unfavorable conditions within the teaching profession, including low pay, the not uncommon need to hold two or three jobs, the high number of pupils per teacher, and the necessity of handling two or three sessions a day.

Fourth, the new trend toward schools and curricula which are less academic and Western-oriented and more related to local conditions, needs and vocations, conflicts with the older emphasis on the humanities as a means of molding character and the formation of an elite for white-collar careers, mainly in government service. This tendency, which has been noted in India, Pakistan, Ceylon, Indonesia and the Philippines, as well as other countries, is creating a surplus of educated unemployed trained in the humanities while there is a shortage of persons trained in fields vital to the developing economies, such as engineering, physical sciences, agriculture and medicine.

Finally, the Ministries of Education in many countries have had to strive hard to counter some of the less desirable concomitants of urbanization and industrialization; the tendency to favor the urban school system, insufficient attention to the problem of relating education to the needs of the vast agricultural population, the alienation of urban-educated rural youth from the rural environment, and the breakdown of old patterns of moral, social and cultural values without the creation and propagation of appropriate substitutes.

Indications of Progress

Despite these obstacles inherent in the situation, progress toward national educational goals has been widespread; in some countries and in some aspects, the degree of progress has been remarkable. Perhaps the most common success is to be observed in the extension of educational facilities, particularly at the primary level. For example, Thailand's primary school enrollment rose from 241,508 in 1921 to almost 3,400,000 in 1956. Between 1951 and 1955, the elementary school population of Indonesia jumped from less than 5,000,000 to over 6,300,000, the secondary school population from 138,668 to 385,365 and the university population from 5,293 to 19,063.

By 1956, nine years after its independence, Pakistan's primary schools had increased from 38,000 to 45,000 and the enrollment from 3.6 million to 5.4 million. The number of secondary schools rose in the period 1947-1956 from 6,000 to 7,500 and their enrollment from 900,000 to 1,200,000. Colleges increased from 90 to 136 and universities from three to six. Their enrollment rose from 36,000 to 77,000. In Malaya, between 1955 and 1960, enrollments in government-assisted primary schools increased by 64% and in secondary schools by 112%. Examples of the quantitative expansion of educational facilities could be cited for the Philippines, India, Vietnam and several other countries.

In addition to the increase in the numbers of educational institutions and in the numbers of students enrolled, some countries are making progress toward the solution of the pressing qualitative problems of adapting their educational systems to meet their national needs. The Vietnamese Government, with support from ICA and American universities, is making efforts to develop a continuing supply of new leaders for government, business, industry, agriculture and social and cultural institutions. When it attained independence from the French in 1953, Vietnam found itself with only a small urbanized group who had been trained for

secondary administrative positions in the colonial regime. Through a continuing and varied program in its recently-established Institute of Public Administration, Vietnam is now attempting to close the gulf between an educated leadership in the cities and the rural masses in the villages.

In the field of higher education, Indonesia was reported in 1958 to aspire to replace all Dutch teaching staff in the universities with qualified Indonesians by 1960, with help from the University of Kentucky in agriculture and engineering and the University of California in economics and the social sciences.

Teacher Training Programs

Since its inception in 1952, the American-oriented Thailand Education Society has assisted the Ministry of Education in the training of educational administrators and teachers. In 1952, the first college of education in the history of Thailand was established and began to offer specialized courses in elementary, secondary and vocational education, and in school administration. During the period 1952-57, there was a consolidation of teacher-training facilities in the provinces, and enrollment in these institutions more than doubled. A vastly expanded and improved program of in-service training was initiated at all levels. An estimated 25,000 teachers participated in in-service training conferences during 1956-57. Ministry of Education personnel, as well as personnel of other Government ministries, have also been sent abroad for further training.

India, too, has made a serious effort to improve teacher-training, especially since 1953. For instance, seminars for headmasters and secondary school teachers have been held throughout India and new departments of extension services have been created in some 40 of India's secondary teacher-training colleges. These extension services, which include consultation, books and materials, films, special courses and conferences for teachers, are provided to secondary schools within a radius of 50 miles of each training college.

Agricultural And Vocational Education

Significant developments have taken place in many countries in the attempt to relate and adapt education to changing needs in industry and agriculture. In India, where a village development program on a vast scale has understandably preceded urban improvement, "basic schools" and a number of rural institutes of various kinds have been established. The focus of the basic schools is Ghandi's concept of learning the various school subjects in correlation with a craft, such as weaving. The new rural institutes are preparing young villagers for careers in such fields as agricultural extension, rural health, rural engineering, and adult education. Some 1,500 Indian secondary schools are being transformed from purely academic to multi-purpose high schools, combining technical courses with general studies to enable their graduates to serve in new industries or to improve performance in established industries and occupations. Higher technical training is also being provided in a variety of new technological institutes and laboratories which are being established by the central and state governments.

Thailand is making efforts to deal with a basically similar problem--that of increasing the prestige of vocational training and improving its quality. Since 1952, 216 new "elementary extension" schools have been established, offering three more years beyond the compulsory elementary school. Their curriculum is both academic and vocational and status and prestige is given to both types of subjects.

Finally, the Philippines provides an example of the attempt to stimulate local enterprise and exploit local resources, to integrate school and community, and to foster vocational and technical rather than purely academic educational development. The Filipino community school program uses the schools as an instrument for the social and educational betterment of the community. The people in the rural areas are organized into small groups called puroks which consist of 20 or more families. The puroks work to improve their communities under the leadership of the local school principals and teachers. Home industries are taught, adult literacy campaigns are conducted, social and civic programs and lecture series are held with the aid of community resource persons. The program is considered a model for underdeveloped areas and has attracted visitors from many neighboring countries including Thailand, Vietnam, Indonesia, Taiwan and Burma.

EDUCATIONAL EXCHANGE

In 1957-58, the latest year for which even relatively complete comparative data are available, 17,809 South and Southeast Asians were reported by Unesco to be pursuing studies in colleges and universities abroad. The largest single group, totalling 7,001, studied in the United States. Among the students in the United States, there were 2,585 Indians, 1882 Filipinos, 849 Thais, 471 Pakistani, 444 Indonesians, 248 Burmese, 202 Malayans, 128 Vietnamese, and 109 Afghans. Some 2,813 students were in the United Kingdom, including 1,511 Indians, 486 Pakistani, 258 Malayans, 234 Ceylonese, 161 Thais, 84 Burmese, and 46 Indonesians. India was host to 3,643 foreign students, of whom 2,671 came from the neighboring countries of South and Southeast Asia; including 1,059 Ceylonese, 957 Pakistani, 369 Nepalese, 142 Malayans and 83 Burmese. Students from the former French territories of Vietnam (1,429), Cambodia (108), and Laos (81) went to France; 71 Indians, 69 Thais and 26 Afghans also studied in France. Malayans (991) and Indonesians (288) studied in Australia, as did 120 Thais, 83 Indians, 50 Pakistani, 43 Ceylonese, 21 Burmese and 20 Vietnamese.

Five hundred and four Indians were in West Germany and 629 Indonesians were in the Netherlands. South and Southeast Asians also studied at the Vatican (222), in Switzerland (154), Japan (143), and Belgium (73).

Students In The United States

In the four-year period from 1956-57 to 1959-60, the number of South and Southeast Asian students in United States colleges and universities rose from 6,108 to 8,540, an increase of almost 40% as compared to less than 20% for foreign students from all areas. Two-thirds of this rise was due to a 75% expansion in the already large Indian contingent - from 2,144 in 1956-57 to 3,772 in 1959-60. While the numbers of Filipinos remained relatively steady at 1,722, the next largest group, the Thais, increased from 757 to 1,006. Numbers of Indonesian and Pakistani students rose from 373 each to 531 and 534 respectively, or about 43%. The new Vietnamese figure of 242 as against 140 in 1956-57 approximated the Indian percentage growth during the period. Malayans (234) increased by nearly 40%. Although their numbers are too small to have had much impact in the overall increase, it is interesting to note that the Ceylonese (73) and the Nepalese (34) roughly doubled, and the Cambodians went from 10 to 36. On the other hand, the number of Burmese students dropped 15% to 227, while Afghans decreased slightly from 107 to 99.

Among the exchangees from South and Southeast Asia, graduate students outnumbered undergraduates, with the exceptions of the student groups from Cambodia,

Laos, Afghanistan and Malaya. Males greatly outnumbered females from most countries, with the notable exception of the Philippines. The ratios varied from roughly two to one among the Thais and Vietnamese to eight or nine to one among the Indians and the Pakistani.

Twenty-nine percent of the South and Southeast Asian students reported they were studying in this country at their own expense; 28% reported they received financial assistance from a private organization or the institutions they were attending. 1,178 or 4% indicated United States Government support and an additional 215 or 3% indicated partial support from the same source. Foreign governments provided awards for 4% of the students. The field of study distribution of South and Southeast Asian students in the United States in 1959-60 was: engineering 23%, physical and natural sciences 18%, social sciences 16%, humanities 12%, business administration 9%, medical sciences 8%, education 6%, and agriculture 4%. The four fields of engineering, the physical and natural sciences, the social sciences and the humanities accounted for all first and second choices among students from all countries.

Trainees And Physicians

Other aspects of South and Southeast Asian exchange with the United States involved foreign trainees and physicians from the area studying in the United States, and a mutual exchange of educators. Among the 354 trainees reported studying in the United States in 1959-60, Indians numbered 149, Filipinos 68, Pakistani 53, and Indonesians 38. Technical trainees comprised 77% of the total; one-half of them were Indians and nearly one-fifth were Filipinos. Filipinos (2,319) constituted about 80% of the group of 2,928 South and Southeast Asian physicians in the United States; 375 were Indians. There were also relatively sizeable groups of Pakistani and Thai physicians here.

Faculty Exchanges

During 1959-60, it was reported that 310 United States faculty members were in South and Southeast Asian countries, and 344 faculty members from these areas taught or did research in the United States. Almost 50% of the Asians were working in the social sciences, nearly 25% in medicine, roughly 10% in the social sciences and another 10% in the fields of engineering. Among the Americans, almost 40% were specialists in social sciences, 15% in education, 13% in physical and natural sciences, 10% in the humanities, and 9% in agriculture. Approximately one half of the Americans travelled to India or Pakistan. Among the Asians, 73% were Indians, 10% Filipinos, and 6% Pakistani.

Agencies Supporting Educational Exchanges

Among the various organizations which support exchange projects in South and Southeast Asia are U.S. Government, private and international agencies.

U.S. Department of State exchange grants to Americans during the period 1949-59 for educational activities in South and Southeast Asian countries totalled 935. Of these, the largest number were for university lecturing: 393 in all. Grants to South and Southeast Asians for educational activities in the United States numbered 4,046. Of these grants, 2,135 were for university study, 941 for observation and consultation, and 450 for teaching or teacher development.

During 1959, 1,457 South and Southeast Asians and 1,014 American technicians participated in ICA projects.

The Rockefeller Foundation has made grants totalling some $4,685,000 as of 1959, to institutions and individuals in South and Southeast Asia primarily in the Philippines, Thailand, Indonesia, Malaya, and Burma. The principal fields have included biological and medical research, medical education and public health, agriculture, social sciences and the humanities.

The Ford Foundation's activities in South and Southeast Asia are concentrated mainly in India, Pakistan, Burma and Indonesia and are focussed on the social and economic development problems of these nations. Roughly $50,000,000 was expended between 1951 and 1958 in these four countries. The principal fields of assistance were agricultural and rural development, educational and vocational training, industrial and business development, and public administration.

The Asia Foundation is also engaged in numerous projects in South and Southeast Asia. They include activities in such areas as education and research, science and technology, community development, writing and publishing in Asian languages, legal studies and constitutional development, labor education and welfare, and the international exchange of persons.

Colombo Plan

Since the Colombo Plan For Cooperative Economic Development in South and Southeast Asia began in 1950, training has been given to some 18,000 persons and the services of more than 10,000 experts have been provided. Examples of participation in the cooperative aspect of the Plan are India's training of 1,175 foreign students, including many from Nepal and Ceylon; Pakistan's provision of training courses in railway operation and signalling and air traffic control to nationals from Burma, Malaya and the Philippines; and Ceylon's grant of 47 traineeships to foreign students from Burma and Malaya.

Inter-University Programs

In 1958, the latest year for which figures are available, 39 American colleges and universities were operating 62 programs in 10 countries of South and Southeast Asia. Twenty-one of the programs were in operation in India, 13 in Pakistan, 10 in Indonesia, and eight in Thailand. Of the 62 programs, 32 were financed by ICA, 10 by the Ford Foundation, two by the Rockefeller Foundation, and one by the Carnegie Corporation. The remainder were financed by foreign governments, American universities, or other private organizations. Twenty-four of the 62 programs were concerned with education, mainly general university development, teacher training, and technical and vocational training. Ten of them dealt with the social sciences, principally public administration; seven concentrated on engineering, six on agriculture, and five on medicine. Indian programs emphasized engineering, education, and agriculture; most of the Pakistani and Thai programs were devoted to education. Indonesian programs stressed the social sciences and education.

9/30/60

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

Jack Tar Hotel, San Francisco, California
November 30 - December 3, 1960

Discussion Groups: Series I

"How Exchange Programs Help Nations Achieve Their National Goals"

APPENDIX

Reference Materials

Institute of International Education, 1 East 67th Street, New York 21, New York

APPENDIX
Reference Materials

The purpose of this Appendix is to describe briefly some of the general sources of information on educational conditions in various countries of the world and on international educational exchange activities.

EXCHANGE STATISTICS

Many of the statistics on international student exchanges reported in these Papers are from the 1959-60 edition of Unesco's Study Abroad. This annual publication, primarily a comprehensive listing of scholarships for study in a foreign country, also presents statistical data on the country of origin, country of study, field of study, and sex of those who study abroad. By the time of the Conference, the 1960-61 edition of Study Abroad (Number XII) should be available.

The annual publication, Open Doors, prepared by the Institute of International Education, provides a full report on foreign students, scholars and physicians in the United States and on American students and scholars abroad. The current issue (1959-60) also contains data on foreign industrial trainees in this country.*

Additional statistics on foreign student enrollments can be found in the Commonwealth Universities Yearbook, edited by J. F. Foster, and the International Handbook of Universities, edited by H.M.R. Keyes (both published by the American Council On Education).

GOVERNMENT AND PRIVATE EXCHANGE ACTIVITIES

In addition to Unesco's Study Abroad, the Institute of International Education's Handbook On International Study provides valuable introductory material for persons interested in engaging in international exchange activities as well as for those seeking information on the field of international education. The Handbook contains information on education here and abroad, international study awards, laws and regulations affecting exchanges, organizations providing services to exchangees, and published materials in the field of international education. The second edition of this volume was published in 1958 and is now out of print; the third edition is scheduled for publication in February 1961.

The report of the Committee on Government Operations of the United States House of Representatives, Government programs In International Education, published in January 1959, is probably the most complete description available of United States Government exchange activities. In addition to presenting a brief history of world-wide exchange activities, United States involvement in such activities,

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* Open Doors has been published each year since 1955; in the period 1949-54, IIE issued Education For One World, an annual report on foreign students in the United States. Information on the origin and numbers of foreign students here each year from 1921 to 1949 is presented in IIE's Annual Reports for those years.

and a detailed account of the exchange programs of each of the Government's agencies, it also describes the exchange activities of international organizations and summarizes the exchange activities of the USSR, France, Germany, Great Britain, and other countries. A selected bibliography of relevant books, pamphlets, articles, and unpublished papers is also included.

Additional information on government and private involvment in the international exchange of persons field appears in the Directory of American Voluntary and Non-Profit Agencies Interested In Technical Assistance, edited by Wayland Zwayer (published by the Technical Assistance Information Clearing House in 1960); in The International Programs of American Universities (published by the Institute of Research On Overseas Programs in 1958); in Sources of Information On International Educational Activities, by Michael J. Flack (published by the American Council On Education in 1958); in Unesco's Reports of Member States * and in American Cooperation With Higher Education Abroad, by Paul S. Bodenman, published by the United States Office of Education in 1957.

EDUCATION

General information on education around the world can be found in IIE's Handbook On International Study and various publications of the United States Office of Education provide material on education and specific segments of education in many countries of the world, from Austria to Uruguay. The Office of Education's Studies in Comparative Education contain data on educational systems abroad and bibliographic material on the subject; its irregularly published papers, Education Around the World and Information on Education Around the World, are sources of current information on matters related to international education.

Unesco's Basic Facts And Figures contains world statistics related to education, culture and mass communication; the World Survey of Education is Unesco's detailed international handbook of educational statistics and educational systems around the world; and Unesco's special reports and the publications of its Education Clearing House and its Statistical Division contain extensive bibliographic and statistical data.

The Institute of International Education's News Bulletin, a monthly publication issued nine times a year, contains articles on international education and education in the various countries of the world. Various issues of such periodicals as Intercom (published by the Foreign Policy Association World Affairs Center) and the Phi Delta Kappan (published by the Phi Delta Kappa fraternity) are devoted to the subjects of education and international education. The Bulletin of the International Association of Universities and the Student Mirror (an independent press service published in Germany) contain many notes or articles on these subjects.

GENERAL BIBLIOGRAPHIES

General sources of bibliographic data on international education and on education around the world are provided in such publications as A Foreign Student Adviser's Bookshelf, A Guide to Informational Sources Useful in Selecting and Admitting, and in Advising and Counseling Foreign Students, by Lois D. Novas (published

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* The latest one available at the time of this writing is the 1958 issue compiled for the General Conference at its Tenth Session in Paris in November-December 1958.

by the National Association of Foreign Student Advisers in 1960); College and University Programs of Academic Exchange (published by the Committee on Educational Interchange Policy in 1960); American Dissertations on Foreign Education, by Walter Crosby Eells (published by the National Education Association of the United States in 1959); Education and Its Environment in the United States and Overseas, A Tentative Selective Checklist of Books and Articles, compiled by Henry Grattan Doyle (published by the International Cooperation Administration in 1959); and A Partial Bibliography of Materials Related To International Education, prepared by Thomas E. Cotner, John W. Grissom and Frank A. Knapp, Jr. (published by the Office of Education in 1954).

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

MEMORANDUM

Yes

September 23, 1960

TO: Mr. Edward R. Murrow

FROM: Donald J. Shank

SUBJECT: Annual Meeting of the Board of Trustees
Monday, November 14th, 1960

This is a reminder that the Annual Meeting of the Board of Trustees will be held at the Institute's New York headquarters on Monday, November 14th. We hope very much that you will make every effort to be present since IIE must make a number of important decisions at that time.

The following is the schedule for the meeting:

Briefing Session - 2:30 - 4:00 p.m.

Discussion with members of the staff on exchanges with Africa.

Business Meeting - 4:00 - 6:00 p.m.

The agenda and documentation for the meeting will be sent to you at the end of this month.

Cocktails, Dinner, and Discussion - 6:00 - 9:00 p.m.

We are delighted that Ralph Bunche has agreed to talk to us about the situation in Africa. In addition, Al Sims will report on his recent trip to Africa.

We hope that your wife will also be able to join us after the business meeting at 6 p.m. for the cocktail, dinner and discussion portion of the evening.

Please indicate on the attached card whether we can expect you on November 14th.

I I E

INSTITUTE OF INTERNATIONAL EDUCATION
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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

September 20, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I am writing to invite you to attend the IIE Seminar on Soviet Arts to be held at the Carnegie Endowment for International Peace, 345 East 46th Street, New York City, on October 3 and 4, 1960.

As you may recall from sessions of the Board, this meeting will be the fourth in a series of "Seminars" of United States citizens returning from recent visits to the Soviet Union. These Seminars, which IIE is sponsoring, have the following purposes: (1) to permit a sharing of professional knowledge and information gained in the Soviet Union among Americans in a particular field; (2) to assess the status of Soviet achievement in that field; (3) to consider means for broadening the dissemination of information on Soviet achievements and the findings of U. S. visitors among persons in the field and the American public; and (4) to develop recommendations for future exchanges in the various fields. Successful seminars on education in the U.S.S.R., Soviet industrial technology, and Soviet agriculture have already been held.

I am enclosing an agenda of topics for discussion at the Seminar on Soviet Arts, along with a preliminary list of expected participants. I hope we may look forward to having you with us at all or several of the sessions.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosures

IIE SEMINAR ON ARTS IN THE SOVIET UNION

A Discussion of the Artist's Relationships to the State, to the Public, and to Himself

October 3-4, 1960

Carnegie Endowment International Center
345 East 46th Street, New York

PRELIMINARY AGENDA

Monday, October 3

9:00 - 9:30 a.m.	Registration	
9:30 - 12:30 p.m.	Plenary Session	
	Welcome to the Seminar	
	Panel Discussion:	What is the role and status of the artist in Soviet society?
		To what extent do the arts and artists influence the general public in the Soviet Union? Considering the interaction between the people and artist, to what extent do public demands and desires influence the artist?
12:30 - 2:00 p.m.	Luncheon	
2:00 - 5:00 p.m.	Discussion Groups	
	Topics for Discussion:	How are Soviet artists related to the State? To what extent and in what manner do official organizations control the freedom of the individual artist to express himself?
		What is the Soviet artist's motivation to create? To what extent do Soviet artists understand and propagate official ideology in their work?
		How does organized criticism function in the Soviet Union?

Tuesday, October 4

9:30 - 12:30 p.m. **Discussion Groups**

Topics for Discussion: What are the major recent developments in Soviet artistic theory, education and practice?

To what extent have the arts in the Soviet Union been influenced by developments outside the U.S.S.R? To what extent have Soviet arts influenced art in other countries?

2:00 - 5:00 p.m. **Plenary Session**

Reports from the Discussion Groups

Discussion: What achievements and problems have to date characterized the cultural exchange program between the U.S. and the U.S.S.R.?

How can future exchanges be made most effective?

9.12.60

PRELIMINARY LIST OF PARTICIPANTS
IN THE
SEMINAR ON ARTS IN THE SOVIET UNION
OCTOBER 3 - 4, 1960

Alfred H. Barr, Jr.
Museum of Modern Art

Frederick Burkhardt
American Council of Learned Societies

Leonard Burkat
Boston Symphony

Sterling A. Callisen
Parsons School of Design

Paddy Chayefsky
Author

Donald B. Cook
Department of State

Aaron Copland
Composer

Sumner McK. Crosby
Yale Art Gallery

Jerry Danzig
Vice President, National Broadcasting Co.

Lamar Dodd
University of Georgia

James A. Donovan, Jr.
U.S. Advisory Committee on the Arts

Robert Dowling, ANTA

Lukas Foss
Musicologist

Miss Rosamond Gilder
Author

Miss Edith Gregor Halpert
Curator, Art Section at U.S. Moscow Exhibit

Ulysses Kay
Composer

Alfred Kazin
Author

George L. Kline
Bryn Mawr College

Seymour Lipkin
New York Philharmonic

Alexander Marshack
Photographer

Rufus Mathewson, Jr.
Columbia University

Richard McClanathan
Munson-Williams-Proctor Museum

Peter Mennin
Peabody Institute

John D. Mitchell
Institute for Advanced Studies
in the Theatre Arts

Mrs. Lillian Moore
U.S. Advisory Committee on the Arts

Donald Oenslager
U.S. Advisory Committee on the Arts

Jan Peerce
Metropolitan Opera

Thomas D. Perry, Jr.
Boston Symphony Orchestra

John W. Rhoden
Sculptor

Arthur Schlesinger
Harvard University

Robert E. Schnitzer, ANTA

Mark Schubart
Julliard School of Music

Roger Sessions
Musicologist

Preliminary List of Participants
in the Seminar on Arts in the
Soviet Union - Continued

Eric Simon
Mannes School of Music

William Smith
Philadelphia Orchestra

William A. Smith
Painter

Mrs. Isaac Stern

Howard Taubman
New York Times

Miss Blanche Thebom
Metropolitan Opera

Mike Wallace
American Broadcasting Co.

Raymond Walters, Jr.
New York Times

Franklin C. Watkins
Painter

Robert Whitehead
Producer

John Martin
New York Times

9.12.60

Please fill out and return [redacted] to:

Institute of International Education
1 East 67th Street, New York 21, N. Y.
Att: Mrs. Pearl G. Purcell

PRELIMINARY REGISTRATION FORM

IIE Seminar on Arts in the Soviet Union

October 3-4, 1960

Carnegie Endowment International Center
345 East 46th Street, New York

1. Name _____

2. Institution or organization _____

3. Title or position _____

4. Address _____

5. Telephone _____ (Business) _____ (Home)

6. Anticipated time of arrival at the seminar _____ (Date) _____ (Hour)

7. I ☐ plan ☐ do not plan to attend the luncheon on October 3.

REPORT OF VISIT TO THE U.S.S.R.

If you (or your delegation) prepared a report of your visit to the U.S.S.R., please provide the following information for our use in preparing a bibliography of such reports:

8. Author _____

9. Title _____

10. Publisher _____

11. Date and place of publication _____

12. Availability of copies: ☐ Single Copies ☐ In quantity

13. Cost per copy _____

14. I can make _____ (Quantity) free copies available for distribution at the seminar. *

* Copies of reports for distribution at the seminar should be mailed to Mrs. P. G. Purcell, Chief of Secretariat, Institute of International Education, 1 East 67th Street, New York 21, N. Y.

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

SAN FRANCISCO, CALIFORNIA, NOV. 30 - DEC. 3, 1960

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400 Cable Address: INTERED

V.C
Please file it up

September 14, 1960

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Dear Ed:

I am writing to let you know that we have now lined up all the members of your panel at the Fourth National Conference on Exchange of Persons. You will recall from previous correspondence that the topic for discussion is "Educational Cooperation with Other Nations--The U. S. Role" and that the panel is scheduled to meet from 9:30 a.m. to 12:30 p.m. on Friday, December 2, at the Jack Tar Hotel, where all sessions of the Conference will be held.

Persons agreeing to serve as panelists include Paul Hoffman, Managing Director, United Nations Special Fund; Franklin D. Murphy, Chancellor, University of California at Los Angeles; James Perkins, Vice President, Carnegie Corporation of New York; James W. Riddleberger, Director, International Cooperation Administration; and Monroe E. Spaght, Executive Vice President, Shell Oil Company. We believe that this group is ideally qualified to discuss such questions as (1) United States responsibility for programs of international educational assistance; (2) new methods of furthering educational development abroad; and (3) ways in which the United States may cooperate with European countries in programs of educational assistance to the developing nations of Asia, Africa, and Latin America.

With the exception of ~~Frank Murphy~~, all members of your panel are located on the East Coast. Three of them--Paul Hoffman, James Perkins, and Monroe Spaght--are right here in New York. I wonder whether it would be a good idea for you to plan to get together with them sometime between now and the dates of the Conference to discuss the conduct and coverage of this session. If you agree, why don't you give me or Pearl Purcell a ring and let us know the dates on which you would be free for such a meeting? We would then make the necessary arrangements.

With best regards,

Sincerely yours,

Ken

Kenneth Holland
President

IIE

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MEMORANDUM

September 6, 1960

TO: The Board of Trustees

FROM: Donald J. Shank, Secretary

SUBJECT: Attached memorandum on
IIE Relations to the East African Airlift

Beth Moore thought you would be especially interested in seeing the attached paper on the Institute's relations to the East African airlift.

We plan to discuss exchange programs with Africa at the November 14th meeting of the Board of Trustees. Al Sims will be back from his trip to Africa and we hope Ralph Bunche will also be with us to discuss this very important subject.

INSTITUTE OF INTERNATIONAL EDUCATION
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REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

August 31, 1960

CONFIDENTIAL

TO: The Board of Trustees

FROM: Donald J. Shank

SUBJECT: The Institute's Relations to the East African Airlift

In recent weeks, the name of the Institute of International Education and Albert G. Sims, the Vice President for Operations, have been mentioned several times in the newspapers in connection with the Kennedy Foundation's grant of $100,000 to airlift 250 students, sponsored by the African-American Students Foundation, to the United States. We think you should be informed of what IIE is now doing with respect to this total project.

BACKGROUND

Last year, the African-American Students Foundation, which was formed by two Americans (Messrs. William Scheinman and Frank Montero), arranged with Tom Mboya of Kenya to bring to the United States 81 Kenya students for whom Mboya had secured various types of scholarships. The funds to pay for the airlift for that group were solicited from the public by a committee headed by Harry Belafonte, Jackie Robinson, and Sammy Davis, Jr. The Kenya students were placed in colleges throughout the country--many of them in the South and some of them little known. IIE received a number of inquiries from colleges, foundations, corporations and individuals who were worried about the selection, placement and financial support of these students.

In the early Fall of 1959, the Institute invited the representatives of the African-American Students Foundation to meet with representatives of other private agencies which have been long interested in Africa to see what could be done by informal cooperation to improve the educational aspects of the undertaking. There were at that time and remain two basic questions about the project in the minds of most of us: (1) The project in East Africa does not have the broad base desirable since we understand that it does not include participation of certain political opposition to Mr. Mboya and his associates or of the British authorities; and (2) The project provides no clear assumption of continuing responsibility for the

East African students in the United States and for the many financial and other problems which foreign students always encounter. The African-American Students Foundation has no full-time staff, and its principal operators possess no experience or competence in educational matters. Nevertheless, the representatives of the African-American Students Foundation felt that the Institute and other longer established agencies in the exchange field might, through insistance upon educational standards, stifle the "crash impact" being sought. No real form of cooperation evolved from these discussions.

DEVELOPMENTS OF THE PAST FIVE WEEKS

On July 25, 1960, the Phelps-Stokes Fund held a meeting in New York of representatives of agencies interested in East African education. Mr. Sims sat next to Mr. Mboya, who told him that he was visiting Mr. Kennedy to try to secure funds to airlift 250 students from seven East African countries early in September. Mboya indicated that he also hoped to see Mr. Nixon in Chicago. A member of the IIE staff spoke to Mboya on the telephone after his return from Hyannis Port and received the impression that the Kennedy Foundation would probably make an emergency grant for the airlift.

Several days later, Ken Holland was called on the telephone by Mr. Robert Sargent Shriver, Senator Kennedy's brother-in-law and an officer of the Kennedy Foundation, who had been referred to IIE by Dean Rusk, President of the Rockefeller Foundation. Shriver said that the Kennedy Foundation was prepared to support the airlift but preferred to do so in cooperation with other foundations. We know that Mr. Shriver unsuccessfully approached the Carnegie, Ford, and Rockefeller Foundations. Mr. Shriver said that he hoped IIE would help in the East African student project. Ken Holland told Mr. Shriver that IIE would be willing to provide whatever constructive assistance might be possible at this stage and mentioned specifically the two questions which we had earlier raised regarding the airlift program.

On August 11th, Sims was called by telephone and asked to represent IIE at a meeting in Washington on August 15th to advise the Kennedy Foundation. In addition to Mr. Shriver, there were present representatives of the African-American Students Foundation, African-American Institute, The Foundation for All Africa, and the Phelps-Stokes Fund. Mr. Shriver asked Mr. Sims and representatives of the other organizations present to go to East Africa about August 28th to advise the Foundation regarding the airlift project. Sims and the others drew up a memorandum for Shriver, defining the consultative role of the group, which was accepted in general by Mr. Shriver.

At the meeting, Messrs. Scheinman and Montero of the African-American Students Foundation reported that they had received a telephone offer from the State Department just before the beginning of the session to be given a formal offer of United States government funds for the airlift. The offer was declined, since the funds had already been accepted

from the Kennedy Foundation. Robert Thayer, Special Assistant to the Secretary of State, had indicated to Mr. Montero that the Department believed that an agency such as IIE, with its experience, should be active in the project.

In the next few days, Senator Scott of Pennsylvania brought the matter of the Kennedy Foundation grant to public attention on the floor of the Senate. Senator Fulbright requested the Department of State to give him the facts regarding the State Department offer, since the African-American Students Foundation had earlier been turned down in several approaches for help from the State Department.

Assistant Secretary of State William B. Macomber, Jr., replied to Senator Fulbright in a statement read into the Congressional Record, which made several references to IIE, the most important of which was the following:

> "The Department had believed for some time that the Foundation (African-American Students Foundation) could better carry out the objectives by working through an organization with extensive experience in taking care of foreign students such as the Institute of International Education. In this connection, the Department as a result of the financial difficulties of the students in 1959 had held a number of informal conversations with representatives of the Institute of International Education and had urged them to use their good offices with individuals concerned with the Foundation to try to persuade them to work through the IIE and to use the utmost care in the selection, placement, and everyday care of the students."

On August 22nd, Sims wrote to Senator Fulbright detailing our discussions with the Kennedy Foundation.

On August 25th, Sims met in Washington with Mr. Shriver and the representatives of the four organizations which had attended the earlier meeting to work out further details regarding the proposed trip to East Africa. Mr. Shriver again mentioned his desire to have IIE actively affiliated with the project and said that the Foundation was prepared to make a grant to the Institute of $10,000 to cover costs with respect to orientation, student supervision, etc. Sims indicated that the representatives of the African-American Students Foundation did not seem interested in IIE's help. He pointed out that we had already offered help in setting up an orientation program for the new arrivals but had not had any response. At the meeting, general ground rules for the group going to East Africa were established, and Shriver asked Sims to serve as chairman of the delegation. Sims said that he was not eager to take on the assignment but was willing to do it.

In the course of the meeting, Sims was informed confidentially that the British Embassy was not prepared to issue an entrance visa to

Kenya to the trustee of the African-American Students Foundation, who had been delegated as a member of the delegation. Sims passed this information on to Mr. Shriver confidentially and indicated to Mr. Shriver that he hoped an acceptable delegate from the African-American Students Foundation could be selected.

On August 26th, Sims received a telephone call in New York from the Kennedy Foundation in Washington, indicating that Ted Kheel, a trustee and secretary-treasurer of the African-American Students Foundation, had been given an entrance permit and that Mr. Shriver felt it necessary to designate him as chairman of the delegation. Sims, after consultation with Holland, Shank and representatives of the African-American Institute and the Phelps-Stokes Fund, told Mr. Shriver that this was unacceptable to the Institute, and that IIE would not participate unless one of the delegates from another organization or Mr. Shriver, himself, served as chairman. We felt strongly that the delegation, which is to evaluate the strength and weaknesses of the present project in terms of future African student programs, should not be chaired by a representative of the organization conducting the program.

After numerous telephone exchanges among all parties concerned, a compromise was worked out which was announced in the NEW YORK TIMES on Sunday, August 28th. Mr. Shriver is the chairman of the delegation and expects to join the group in Kenya on September 1st. Mr. Kheel has been designated as co-vice chairman in charge of the details of arranging the actual airlift of the present group of 250, and Mr. Aaron Brown of the staff of the Phelps-Stokes Fund has been designated as the other co-chairman in charge of the general evaluation of the project.

With this understanding, Sims flew to Africa on Sunday evening, August 28th, and is expected to return to the United States in about three weeks.

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67TH STREET, NEW YORK 21, N. Y.

August 3, 1960

To: Members of the Public Relations Advisory Committee

From: Donald J. Shank

Subject: Corrections in the minutes of the July 21st meeting

Before Jan Haller left on vacation last Friday she hurriedly dictated the minutes sent to you yesterday. Unfortunately, I had not had a chance to go over them. Since they contain several important factual errors concerning the new building, I am sending you this memorandum of correction.

FUND RAISING CAMPAIGN FOR NEW BUILDING

Paragraph 1. The purchase price of the plot on UN Plaza was $920,000, not $1,000,000.

The last sentence should read: "IBM World Trade Corporation has offered to lease from IIE all available space." (The rental will definitely be more than one dollar per square foot.)

I. Name of Building

The first sentence should be deleted and replaced by: "One donor has indicated a possible pledge of $500,000 if an individual name is added to IIE's name on the building. The Trustees have decided, however, that a gift of at least one million dollars should be expected before such a designation is made."

DDE

NOTE:

TO: Each of you

FROM: Jan Haller

Please note last paragraph of these minutes requesting ideas and suggestions from you. Mr. Holland will be deeply appreciative if you can help.

MEETING OF

IIE PUBLIC RELATIONS ADVISORY COMMITTEE

JULY 21, 1960

PRESENT: PR Committee Members: Melvin Brorby, Chairman; Edward W. Barrett; Jerry Gury; Jeanne Singer. IIE Staff: Kenneth Holland; Donald J. Shank; Larry McFaddin; Jan Haller; Herb Bursky; Edna Fisher; Guest: James Marshall, IIE Trustee.

The meeting began with a brief report by Jan Haller on the News Bulletin readership survey and publicity plans for the Fourth National Conference. Five thousand of the nine thousand News Bulletin readers were surveyed and there was a 38% response. The research organization working with IIE (service gratis, thanks to lead furnished by Ed Barrett) states this is an unusually high response. Results are now being analyzed. Jan said that IIE hopes to have the services of CCI to help with publicity on the Fourth National Conference. There is no definite answer as yet.

FUND RAISING CAMPAIGN FOR NEW BUILDING

Kenneth Holland, President of IIE, presented an introduction to this subject. Mr. Holland stated that the Board of Trustees had voted to build because of the disadvantages of a divided staff, the crowded conditions of our present quarters (the present building houses 190 staff members and can only comfortably accomodate 150) and the present rental for commercial space. It was decided that the U. N. area was the best location for an exchange organization like IIE. Therefore the property in the middle of the 45th - 46th Street block on First Avenue (west side) was purchased for ~~$1,000,000~~ 920,000. Proposed cost of building including property purchase will be $4,000,000. Harrison and Abramovitz have been retained as the architects to design a 14-story building a la Lever Brothers, Corning Glass, etc. It is estimated that IIE will require about 30,000 square feet, leaving 40,000 - 50,000 square feet for renting to either or both commercial and non-profit organizations. ~~At present, IIE already has twice as many offers for renting from non-profit organizations as can be handled and IBM has offered to pay $1.00 per square foot for tenancy.~~ IBM World Trade Corp. has offered to lease from IIE all available space. (The rental will definitely be more than one dollar per square foot.)

In response to a question from Jeanne Singer about expanding IIE activities with the new building, Mr. Holland said there would be additional IIE services -- conference and seminar rooms, a larger library and a student center. There is discussion about a private international club (either cocktail lounge and/or restaurant) on the top floor. All the PR members agreed that such a proposed club should be on a membership basis open to international leaders and U. N. members.

At this point the members of the Committee began discussing the various questions put to them by Mr. Holland:

I. Name of Building

~~The possibility exists that a corporation or foundation may give $1,000,000 or more if their name is added to IIE's name on the building.~~ All agreed that if the donor has indicated a possible pledge of $500,000 if an individual name is added to IIE's name on the building. The Trustees have decided however that a gift of at least one million dollars should be expected before such a designation is made.

the donation is large this should be considered. Ed Barrett suggested that the building would have more appeal if it were named something like, "International Student Center". Jeanne Singer, Jerry Gury and Jan Haller all felt that this new building is a golden opportunity to publicize the name of IIE and that every effort should be made to call the building the Institute of International Education unless absolutely impossible.

II. National Appeal

Mr. Holland asked whether this fund-raising drive has national or limited appeal. After much discussion, it was agreed that this building is not the kind of endeavor for which we can to go the general public. It was felt that IIE officers and Board members should make personal calls on foundations and corporations to be followed up with a written proposal. Mel Brorby said that the Institute should produce an attractive brochure in a loose-leaf binder, flexible enough to allow the insertion of different pages with different types of donors. In each instance this can be accompanied by a hand-tailored proposal. Mr. Shank said that IIE is now producing a short leaflet giving all the facts about the proposed building.

III. Fund-Raising Appeals

The Committee discussed the various methods of soliciting funds. It was agreed that some foundations, corporations and individuals could be interested in giving money for one room or one panel, etc., if their name is on it. This led to a discussion of the furnishings in the building, particularly in the first floor reception area. Discussion centered around whether it would be feasible to have some kind of art exhibit sponsored by different organizations every six to eight weeks. Ed Barrett said that expensive works of art would be too big an undertaking -- difficulties of display, insurance, etc. Jan Haller said that possibly less expensive exhibits a la the East River Savings Bank window displays might be a possibility. Mr. Marshall wondered about permanent gifts of art from the various U. N. member-nations. Mr. Holland said the big difficulty of this is that IIE is apt to receive and be forced to display gifts not in keeping with the building decor, a bit like wedding gifts received by many young couples.

IV. Structure for the Campaign

Mr. Holland asked whether it was better to have the entire campaign handled by an outside fund raiser or whether the IIE Development Department should add a staff member and handle the campaign headed up by a well-known name. Since some of the members had to leave, this question was never quite resolved.

V. Publicity

The members agreed that no publicity should be released until it is decided to build and IIE has the rendering. At that time a full release giving the dimensions, facilities, plans, and reasons for building, accompanied by the rendering should be sent out.

****

Before the meeting was adjourned, it was agreed that these minutes plus the copy for the brochure should be sent out to the PR Committee as soon as possible. Each member of the Committee is to submit his ideas and suggestions about any or all the fund-raising questions to Don Shank.

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

July 28, 1960

MEMORANDUM

To: Public Relations Advisory Committee

From: Donald J. Shank

Subject: Brochure for IIE Building Campaign

In accordance with our discussions at last week's meeting, I enclose our draft of a brochure for use in IIE's building campaign. I hope that you will read this very critically and let us have, by August 15 if possible, your suggestions on its effectiveness and possible improvement.

A limited number of the brochures will be printed for use in first contacts with potential individual donors. Portions of the brochure will be reproduced for specialized presentations to foundations and corporations.

I am hoping that Mel Brorby will give us professional guidance on the production of a striking but simple format and design.

I apologize for asking you to look at this material at this time, but this is one of the most important statements that we have had to prepare in recent years. We must have materials available for the building campaign, to which all of us will have to devote much effort in the period from September 15 to the end of the year.

Thank you for your help.

CONFIDENTIAL DRAFT
7-25-60

ANNOUNCING

THE WORLD HEADQUARTERS

of the

INSTITUTE OF INTERNATIONAL EDUCATION

on United Nations Plaza

(Photograph of site with
IIE building drawn in and
showing the Assembly Hall
and part of the UN
Secretariat Building)

A Sound Investment

in

Education for International Responsibilities

BOARD OF TRUSTEES

1 East 67th Street
New York 21, N.Y.

THE PLAN

The World Headquarters of the Institute of International Education will be built on UN Plaza between 45th and 46th Streets, directly opposite the Assembly Hall of the United Nations. The distinctive fourteen-story building, designed by Harrison & Abramovitz, will provide a central headquarters for the Institute's staff of over 250, and a new international center for educational exchange programs involving over 80 nations of the world. The building, with a frontage of 100 feet on UN Plaza, will cover 9,200 square feet of land. It will provide over 75,000 square feet of usable space. The total cost of land and building is $4,000,000.

(Photo or sketch of building)

(Quote from Ike?)

THE REASON

IIE, the largest private organization in the world dedicated to the international exchange of students, scholars and professional men and women of eighty-three nations, is completing its forty-first year of work. Among the more than 50,000 men and women trained and educated under IIE auspieces are leaders in every field of human endeavor. They are working today in major capitals of the world and in remote villages of rapidly developing new nations.

The Trustees of IIE are convinced that in mid-twentieth century international exchange has come of age. They believe that economic and social growth depend on education and that complex problems of today's world can be simplified through effective and imaginative educational programs. All nations -- mature or newly independent -- reaching for progress want study and training for their young people. The one great underdeveloped resource in which no nation can claim a monopoly is the young -- the talented, resourceful men and women whose contributions will be only so great as are their opportunities to develop. This wealth of nations is realizable only through education.

The Trustees of IIE at the same time affirm that international exchange is person-to-person diplomacy at its best. The young people of the United States and all other countries

are desperately seeking ways to break down artificial boundaries of race and country. They want to build new bridges of understanding. Through educational exchange Main Street can stretch from Burns, Kansas to Bombay and back again.

This tide of interest in international education is of fateful importance to our national interests. IIE faces heavy new responsibilities to assist and guide the institutions and organizations of the United States and other nations in meeting these challenges.

For more than two years the Trustees have seriously studied the future role of IIE. They have decided that new and growing responsibilities require a modern, efficient headquarters building.

The World Headquarters will provide

- A working symbol of the dedication of the citizens of the United States to international educational development -- available to the leaders of all nations and to the two million people who annually visit the UN.

- A convenient center for the reception of the thousands of foreign students and visitors who come to New York each year.

- Facilities for the representatives of IIE and other U.S. institutions and organizations to consult with

UN Secretariat and foreign delegation personnel on educational development plans.

- Economical, tax-exempt space for all of IIE's staff, a fourth of whom now work in an expensive commercial building seven blocks removed from the present headquarters.

- Efficient facilities for the administration of the many exchange programs which IIE operates for educational institutions, governments, foundations, civic organizations and corporations.

- Guidance and assistance to the hundreds of organizations here and abroad which turn to IIE for help in planning sound international educational programs.

- A working library and document center where anyone can obtain specific data on educational exchange.

- Counseling on international education to thousands of individual citizens through consultations, special meetings and publications.

THE OPPORTUNITY TO PARTICIPATE

Since IIE has almost no endowment and must each year raise its operating budget, the Trustees plan to secure from private donors the entire cost of $4,000,000 for the World Headquarters. The building will provide room for future expansion of international educational activities. Income from leases of space which IIE does not need will contribute to operating costs of the building and future support of IIE's work.

Individuals, foundations, corporations and organizations are invited to join in this investment in international educational development.

All contributions are tax-exempt and will be given tangible recognition in the new building. Special memorial opportunities are also available.

These include:

(Photo or sketch)

(Quote)

(Sketches of some or all
may accompany the text)

- ENTRANCE LOBBY AND RECEPTION UNIT for U.S. visitors, which will reflect the international character of IIE's work, with donated examples of the history and culture of various regions of the world. $ 50,000

- A FOREIGN STUDENT AND VISITORS CENTER where students, scholars and leaders may meet, relax, receive mail, and secure information about the cultural and other resources of New York City and the United States. Coffee and light refreshments would be served by volunteers, who would also help to arrange informal student gatherings on holidays and other occasions. $100,000

- A COUNSELING CENTER where persons interested in international education may consult the Institute's information and counseling staff, and in which is maintained the most complete collection in the United States of catalogues of foreign universities, as well as information on art and music centers, teaching and employment opportunities, foreign study and travel, work camps, group study plans, and scholarships and fellowships for study abroad. $ 50,000

- A LIBRARY AND DOCUMENT CENTER containing catalogues and bulletins of U.S. colleges and universities; complete information on programs of other organizations, here and abroad, engaged in exchange and related activities; evaluative materials, research studies and statistics on exchange and exchangees. $100,000

- AN ARTS CENTER for information on and stimulation of exchanges in the creative and performing arts. Modest facilities would be provided for performances by foreign and American IIE grantees in music and the dance, and for the exhibition of student art, to invited audiences of Institute supporters. $ 50,000

- A SERIES OF CONFERENCE MEETING ROOMS AND OFFICES for seminars, workshops, orientation classes, Board and committee meetings. The Institute would make these facilities available to other nonprofit organizations upon request. $ 10,000 to 100,000

- CENTERS FOR EXCHANGES WITH COUNTRIES AND AREAS OF THE WORLD in which donors have special interest, such as Latin America, Africa, Eastern Europe and the Soviet Union, Israel, Spain. $ 25,000 each

(The following quotes may be used as fillers throughout the brochure)

COMMENTS OF SOME WORLD LEADERS ON IIE AND INTERNATIONAL EXCHANGE

President Dwight D. Eisenhower

"We need more individual diplomats from 'main street' - from every walk of life. I can think of no finer work than that you are doing for yourselves, your family, your nation -- indeed, for civilization... To the Institute of International Education, I extend warmest congratulations on your exchange work."

British Prime Minister Harold MacMillan

"I am sure that the Institute will continue its good work of great importance for international understanding."

President Arturo Frondizi, Argentina

"Organizations such as IIE greatly contribute to understanding among men and countries and to the establishment of a more complete and dignified life for all human beings."

Vice President Richard M. Nixon

"There is no money the United States spends today that is more important in promoting international good will and friendship and more in the interest of the United States itself, in our national security, in our defense, than the exchange programs of all kinds."

Senator J. W. Fulbright, Arkansas

"I do not think that our government program could ever have functioned properly without the Institute of International Education. In the years ahead, the challenge to IIE will be equally great."

Senator Karl Mundt, South Dakota

"Private organizations, such as IIE, have clearly demonstrated that they have gone far beyond the efforts of the Federal Government and are really the bone and sinew of this great program."

J. L. Morrill, President, University of Minnesota

"I am impressed with the indispensable leadership and assistance which the IIE gives to educational exchange. I see exchange burgeoning in the future as a kind of world melting-pot of communication and cooperation."

Leonard Bernstein, New York Philharmonic

"For the cost of one wing of a jet bomber, think what we can do for international relations through beauty. For nothing -- not arms, nor technical help -- can reach on so deep a level the peoples of the earth that we want to reach now -- that, in fact, we must reach now, if we are to save everything good and beautiful in our world from utter ruin."

(Photomural of the site)

IIE

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N.Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

MEMORANDUM

June 24, 1960

TO: Edward R. Murrow

FROM: Donald J. Shank

SUBJECT: National Screening Committee

I am writing in regard to approval of the National Screening Committee for the 1961-1962 Fulbright Competition. As you know, the Bylaws require the Board of Trustees to approve the members of the NSC, which recommends standards, criteria, and procedures applicable in the screening of candidates for foreign study grants under the Fulbright Program. Approval by the Board follows a review of nominations for membership on the NSC by the Institute's Nominating Committee. The initial lists of persons nominated for membership of the NSC are compiled by the IIE staff in consultation with former Committee members, experts in various fields, and others. In drawing up these lists, the staff seeks to assure balanced representation on each NSC subcommittee, taking into account such factors as geographic distribution, variety among the types of educational institutions represented, subject matter and professional competence, etc.

At a meeting of the Executive Committee held at IIE on June 21, Mrs. Morris Hadley, Chairman of the Nominating Committee, indicated that it was difficult to comment on the nominations presented by the staff since she knew relatively few among the persons listed. After some discussion, it was agreed that the 1961-62 lists be approved by the Executive Committee, upon recommendation of the Nominating Committee, subject to a check of (1) nominations for membership on the geographic area subcommittees of the NSC among those members of the Board who are affiliated with academic institutions and hence likely to be familiar with the names of persons nominated and (2) nominations in the field of the arts among members of the Board with special competence in this area.

Your Action

Attached are the staff's nominations for committees to screen applications in the following areas:

Asia-Pacific	Architecture
India-Burma-Thailand-Pakistan	Art History
Australia	Cinematography and Radio/Television
Austria	Composition
Belgium	Conducting
France	Dance
Germany	Drama
Ireland	Industrial Arts
Italy-Greece	Musicology
Latin America	Organ
Netherlands	Painting
New Zealand	Piano
Scandinavia	Sculpture
Spain	Voice
United Kingdom	Winds and Strings

Please note that the numbers in ( ) indicate the number of years the person has served on the NSC. The * indicates that the person has previously been approved by the Board of Trustees as an alternate. The ** indicates new suggestions.

We would very much appreciate your reviewing these lists carefully, particularly those names marked **, which are new nominations.

May I have your comments by July 5? Thank you.

Further Action by the Board

Upon receipt of comments from you and your fellow members on the Board, we shall proceed with invitations to serve on the NSC, subject to formal confirmation by the Board at its November 14 meeting.

Stephen Duggan
IIE

June 22, 1960

Dear Steve:

I like your bequest brochure, but I should doubt that many people would be willing or able to include the Institute in their will.

I have the feeling that our primary possibility of support is from corporations. Maybe we could talk about this when I have survived the political conventions.

I am keenly conscious that during recent years, I have failed to pull my weight on the Board of the Institute, but am hopeful that during the coming years I will work a lighter schedule, which will permit me to spend time on some of the things that are closest to my heart.

As ever yours,

Mr. Stephen P. Duggan, Jr., Chairman
Bequest Committee
Institute of International Education
1 East 67th Street
New York 21, New York

ERM:gw

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

June 10, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

As Chairman of the Institute's newly created Bequest Committee, I recently presided over a most stimulating discussion by several IIE Trustees on the delicate problem of raising funds through bequests. One forthright committee member vigorously expounded the view that this kind of charity begins at home and confided that she has made generous provision for IIE in her own will.

I recognize, of course, that the term charity is just a figure of speech. At IIE, bequests are perhaps more accurately described as long-term investments in the world-wide pursuit of education through exchange.

Some time ago the Institute devised the enclosed bequest brochure to assist it in raising endowment and scholarship funds so necessary to its continuing educational exchange operations. The results to date have, in all candor, been disappointing.

In fund-raising the degree of commitment of our Trustees is carefully scrutinized by other organizations to which we look for support. And, of course, this is the way it should be. For we who have chosen to serve the international exchange movement through IIE must be more than casually interested in securing its future.

I hope that you will look kindly upon the Institute when you prepare your will. More immediately, I would welcome your comments on this enterprise of securing bequest funds for IIE.

Sincerely yours,

Steve Duggan

Stephen P. Duggan, Jr.
Chairman
Bequest Committee

Have a Share in the Future

- You can contribute to world security by investing in international understanding.
- You can strengthen the vitality of American education by encouraging the free exchange of ideas.
- You can perpetuate your life, or memorialize a loved one, by supporting the ideals for which you live.

An immortality of usefulness through the

INSTITUTE OF INTERNATIONAL EDUCATION

BEQUESTS to the Institute may be designated as:

A General Contribution

A general contribution to the Institute will support and strengthen a thirty-six year old program of educational exchange:

- Administration of scholarships for Americans to study abroad and for foreign students and specialists to come to the United States.
- Coordination of small contributions given by individuals, colleges and universities, church and civic groups, and other organizations, to create more fellowships for international study.
- Hospitality and guidance for foreign students and visiting leaders from abroad through the Institute's main office in New York and its regional offices in Chicago, Denver, Houston, San Francisco and Washington.
- Information and publications services on exchange, used annually by thousands of individuals throughout the world.

An Endowment

Gifts to the General Endowment Fund of the Institute can be the most effective contribution to international exchange. This Fund, through wise investment, is an expanding source of benefit to an increasing number of people every year. Endowments provide a stability to the exchange program which permits long-range planning and adjustment to future needs and conditions.

Establishment of New Programs

If you have a special interest in a specific country or field, it is possible to establish an individually-endowed exchange program within the comprehensive scope of the Institute's activities. For example,

- An international scholarship may be established to enable a U. S. student to study in a specific foreign country, or to aid a student of a given nationality to come to the U. S., or a program may be endowed for the exchange of students in specified fields of study.
- Projects may be established for the exchange of leaders or specialists in fields such as government, religion, business, labor, the arts, on individually planned programs which may or may not involve formal study at an educational institution.

Federal and State Governments make your giving to the Institute of International Education both economical and philanthropic. Your generosity is doubly tax-exempt—once for the giver and once for the receiver.

SUGGESTED FORMS FOR GIFTS AND BEQUESTS

Unrestricted Bequest

"I give and bequeath to the INSTITUTE OF INTERNATIONAL EDUCATION, INC., a New York corporation having its headquarters in the City, County and State of New York, the sum of_____ Dollars ($), to be used for its general corporate purposes."

Unrestricted Endowment

"I give and bequeath to the INSTITUTE OF INTERNATIONAL EDUCATION, INC., a New York corporation having its headquarters in the City, County and State of New York, the sum of_____ Dollars ($) to be added to the general endowment funds of said Institute of International Education (and to be known as the_____ Fund).

Bequests for Scholarships

In both of the above forms such restrictions as the following may be added:

"as a Scholarship Fund of said Institute of International Education (and to be known as the_____Fund), the income only from such fund to be used for_____."

Prospective donors are advised to consult their personal attorneys in the preparation of their wills.

Further information about bequests may be obtained from the President of the Institute, Kenneth Holland, or from the Chairman of the Committee on Bequests of the Board of Trustees, Dudley B. Bonsal.

The legal title, to which bequests may be made is:

INSTITUTE OF INTERNATIONAL EDUCATION, INC.
1 East 67th Street
New York 21, New York

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N.Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

June 16, 1960

No Ans.

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I want to thank you for taking the time from your very busy schedule to attend the special meeting of the Board of Trustees last Wednesday. We are deeply appreciative. As you know, the majority of the Trustees at the June 8th meeting authorized me to sign a contract for the purchase of the plot of ground facing the United Nations for a total sum of $920,000. A copy of the resolution which they adopted is enclosed.

The services of the Institute have been demanded by an increasing number of Americans and foreigners and we could not continue to function effectively in our present building. With increasing numbers of staff members, it has been necessary to rent additional space which has been very costly and has placed part of our staff eight blocks away from our headquarters. The Board of Trustees has therefore decided that the IIE deserves to have working conditions commensurate with the importance of these activities. You will remember that Vice President Nixon, at our Third National Conference in Washington said concerning our work: "There is no money the United States spends today that is more important in promoting international good will and friendship and more in the interest of the United States itself, in our national security, in our defense, than the exchange programs of all kinds." Senator Fulbright and others made comparable statements.

I am enclosing a postcard of the United Nations area with the plot of ground which we are purchasing marked in red so that you can see its location. Our goal now is to raise the $4,000,000 that the land and the building will cost. Please keep us in mind as you hear of any possible contributors to this project. At a later date we shall contact you specifically with reference to contributions.

With best wishes,

Sincerely yours,

Ken

Kenneth Holland
President

Enclosure

EXTRACT OF MINUTES of Special Meeting of the Board of Trustees of the Institute of International Education, Inc., a New York membership corporation, duly called and held on Wednesday, June 8, 1960, at 5 o'clock p.m., at the offices of the corporation, 1 East 67th Street, Borough of Manhattan, New York.

* * * *

RESOLVED, that the Institute of International Education, Inc. purchase from Joseph I. Lubin and Helen Eisner, as executrix of the Estate of Joseph Eisner, the premises situated on the westerly side of United Nations Plaza (formerly First Avenue), in the Borough of Manhattan, City, County and State of New York, being distant 40 feet 5 inches northerly of 45th Street and having a frontage of 100 feet on United Nations Plaza, and being irregular in shape and generally known as and by the street nos. 809, 811, 813, 815, and the southerly 20 feet of the parcel heretofore known as No. 817, for a purchase price of Nine Hundred Twenty Thousand Dollars ($920,000), of which Ninety-two Thousand Dollars ($92,000) is payable on the execution and delivery of the contract of purchase; One Hundred Twenty-eight Thousand Dollars ($128,000), on the delivery of the deed; and the remaining Seven Hundred Thousand Dollars ($700,000), by a promissory note of the Institute of International Education, Inc., payable in instalments at the rate of Ten Thousand Dollars ($10,000) per month for a period of three years, with the remaining unpaid balance becoming due and payable at the end of such three years, interest on the unpaid balance of the note to be payable at the rate of four (4) percent for the first two years and six (6) percent for the third year of the term of the note, with the privilege of prepayment of the whole balance of the indebtedness at any time upon thirty days notice, with interest on such balance to the date of such prepayment; and said promissory note of the Institute of International Education, Inc. is to be secured by a purchase money mortgage to be given by the Institute of International Education, Inc., covering said premises;

FURTHER RESOLVED, that the President or any Vice-president or any other officer of the Institute of International Education, Inc. be and hereby are authorized, empowered and directed to execute on behalf of the Institute of International Education, Inc. the purchase contract authorized by this meeting, the note and mortgage therein referred to, and such other instruments which such officer may deem necessary or which may be advised by counsel in connection with the purchase of said property.

I. I. E.

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

SAN FRANCISCO, CALIFORNIA, NOV. 30 - DEC. 3, 1960

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400 Cable Address: INTERED

June 9, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

I was very pleased to learn from Pearl Purcell that you have tentatively accepted my invitation to chair the Friday, December 2, plenary session panel on "Educational Cooperation with Other Nations--The U. S. Role" at the Fourth National Conference on Exchange of Persons.

Pearl says that you agreed to write Mrs. Indira Gandhi in support of our invitation to her to speak at the opening plenary session. I am attaching a copy of that letter. We would certainly appreciate any help you can give us in pursuading her to accept.

With best regards,

Sincerely yours,

Kenneth Holland
President

Enclosure

May 23, 1960

Mrs. Indira Gandhi
In care of The Prime Minister's House
New Delhi, India

Dear Mrs. Gandhi:

It was a pleasure to speak with you however briefly on Friday, May 20, concerning the possibility of your speaking at the IIE Fourth National Conference on Exchange of Persons to be held in San Francisco, California, November 30 through December 3. I hope that our mutual friend Dorothy Norman had an opportunity to talk with you concerning the Institute's work and the importance of these national conferences to the exchange of persons field.

It gives me great pleasure, on behalf of the officers and Board of Trustees of the Institute, to invite you to address the opening plenary session on Wednesday afternoon, November 30, at this Conference. A preliminary program for the Conference is enclosed.

We would like you to speak for approximately thirty minutes on the topic "The Role of Education in the Development of Nations." In your remarks you might deal with such questions as changing educational patterns in nations whose economies are in the process of development; the vital importance of developing human resources for national leadership in such countries; and the role of education in developing human resources for national leadership. You could speak from a prepared text or informally, as you prefer.

We are also inviting Dr. Julius K. Nyerere, President of the Tanganyika African National Union, to address this session.

This Conference, which IIE is sponsoring in cooperation with approximately one hundred and fifty national and international organizations, will be the fourth in a series of biennial meetings which have contributed significantly to the effective evaluation of exchange of persons programs and to the development of public support for such activities. A report of the Third National Conference on Exchange of Persons, which included among its roster of distinguished speakers the President and Vice President of the United States, is enclosed.

As you will note from the enclosed preliminary program, the theme of the Fourth National Conference is "Educational Exchange for the Mutual Development of Nations." Approximately one thousand delegates from the United States and other countries will meet in plenary sessions and discussion groups to consider such topics as the role of education in the development of nations, the contribution of international exchanges to the achievement of national goals, the role of the United States in educational cooperation with other nations, and the planning and administration of exchange programs.

The Institute will be pleased to cover the expenses of your trip in the event that you are not planning to visit the United States at that time for some other purpose.

I sincerely appreciate your kindness in considering this invitation and look forward to hearing from you in regard to your participation at your earliest convenience. Please do not hesitate to let me know if you have any questions.

With best regards,

Sincerely yours,

Kenneth Holland
President

Enclosures

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

SAN FRANCISCO, CALIFORNIA, NOV. 30 - DEC. 3, 1960

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N.Y., LEhigh 5-3400 Cable Address: INTERED

April 27, 1960

Mr. Edward R. Murrow
580 Park Avenue
New York, New York

Dear Ed:

You will recall my having mentioned to you our plans for the Fourth National Conference on Exchange of Persons to be held in San Francisco from November 30 to December 3. I hope that you have these dates on your calendar.

I am writing now to ask whether you will chair a plenary session panel discussion on "Educational Cooperation with Other Nations, The U. S. Role" on the morning of Friday, December 2. We are inviting to serve as panelists Henry Heald, Paul G. Hoffman, Governor Luis Muñoz Marín, Frank Murphy, who, as I expect you know, is leaving the chancellorship of the University of Kansas to become chancellor at U. C. L. A., and Tom Watson, Jr.

We would like to run this session much as you ran that superb panel discussion on exchanges with Eastern Europe and the Soviet Union at the Third National Conference in Washington. We want to focus on such questions as (1) United States responsibility for programs of international educational assistance; (2) new methods of furthering educational development abroad, including the establishment in foreign countries of national and regional training centers, third-country training programs, and the use of United States Government-owned local currencies; and (3) ways in which the United States may cooperate with European countries in programs of educational assistance to the developing nations of Asia, Africa, and Latin America.

As you will note from the enclosed preliminary program, the theme of the Fourth National Conference is "Educational Exchange for the Mutual Development of Nations." Approximately one thousand delegates from the United States and other countries will meet in plenary sessions and discussion groups to consider such topics as the role of education in the development of nations, the contribution of international exchanges to the achievement of national goals, the role of the United States in educational cooperation with other nations, and the planning and administration of exchange programs.

I hope you will let me know at your earliest convenience whether we may count on you for this assignment. You did such a fine job last time that it would be tough to live up to the standards you set without your help.

With best regards,

Sincerely yours,

Ken

Kenneth Holland
President

Enclosures

March 1, 1960

PRELIMINARY PROGRAM

Fourth National Conference on Exchange of Persons

Jack Tar Hotel, San Francisco, California
November 30 - December 3, 1960

"EDUCATIONAL EXCHANGE FOR THE MUTUAL DEVELOPMENT OF NATIONS"

WEDNESDAY

10 a.m. - 6 p.m.	Registration
3:30 p.m. - 5 p.m.	Plenary Session
	Welcome to the Conference
	Address: "The Role of Education in the Development of Nations" (1)
5:30 p.m. - 7 p.m.	IIE Reception

THURSDAY

9:30 a.m. - 12:30 p.m.	Panel Discussions: "How Exchange Programs Help Nations Achieve their Educational Goals" (2)
	Africa (South of the Sahara) Australia, Canada, Western Europe, and New Zealand Eastern Europe and the Soviet Union Latin America Middle East and North Africa North Asia South and Southeast Asia
2 p.m. - 5 p.m.	Workshops: "International Training for Manpower to Meet the Needs of Nations" (2)
	Agricultural Sciences and Home Economics Arts and the Humanities Community Development Education: General and Adult Education: Higher and Professional Education: Teacher Training and School Administration Education: Vocational Training Engineering and Technological Training Industrial Development Labor Law Mass Communications Medicine and Health

(1) A foreign speaker will be invited to deliver this address.
(2) Panelists will include persons from abroad where feasible.

Workshops (contd.)

Physical and Natural Sciences
Public Administration
Social Work

2 p.m. - 5 p.m. Workshops: Community Hospitality (1)

Programs for Short-Term and Academic Visitors

Evening Free

FRIDAY

9:30 a.m. - 12:30 p.m. Plenary Session Panel Discussion: "Educational Cooperation with Other Nations, The U.S. Role"

2 p.m. - 5 p.m. Clinics (2)

Problems of General Interest:

(1) Continuing relationships with the returned foreign exchangee; problems of reacculturation and readjustment
(2) Evaluating exchange programs
(3) Fund-raising for exchanges
(4) United States and foreign government regulations governing exchanges
(5) Orientation
(6) Publicizing and promoting the exchange program
(7) Selection and training of Americans for service abroad

Problems in Academic Exchanges:

(8) Recruitment and selection of foreign exchangee
(9) Evaluation of credits for study abroad
(10) Language preparation and testing
(11) Counselling and supervision of the foreign student
(12) Campus programming for the foreign student
(13) Planning academic programs abroad for U.S. undergraduates.

Problems in Other Areas:

(14) Planning programs for short-term visitors
(15) Special problems in exchanges of teen-agers and young people

(1) Panelists will include persons from abroad where feasible
(2) Unless otherwise indicated, clinics will be concerned with problems affecting both foreign and U.S. exchangees, at all levels.

Problems in Community Hospitality:

(16) Coordination of civic groups
(17) Arranging hospitality for minority groups
(18) Selection, screening, and training of volunteers

Evening — IIE Award Dinner

SATURDAY

9:30 a.m. - 11:30 a.m. — Plenary Session

Reports on:

The Panel Discussions
The Workshops
The Clinics

11:30 a.m. - 1 p.m. — Plenary Session

Address: "What Other Nations Have to Offer the United States in Educational Exchange" (1)

Address: "What the United States Has to Gain from Educational Exchange" (2)

(1) A foreign speaker will be invited to deliver this address
(2) An American will be asked to deliver this address.

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

SAN FRANCISCO, CALIFORNIA, NOV. 30 - DEC. 3, 1960

CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400 Cable Address: INTERED

MEMORANDUM

June 1, 1960

TO: Potential Participants, Fourth National Conference on Exchange of Persons

FROM: Kenneth Holland K.H.

SUBJECT: Conference Plans

Many of you received an announcement of the Fourth National Conference on Exchange of Persons to be held at the Jack Tar Hotel in San Francisco from November 30 to December 3. The response to this announcement has been most heartening, and we anticipate a numerous and able group of Conference participants.

Preliminary Program; Memorandum on Conduct and "Coverage" of Discussion Groups

The enclosed preliminary program identifies the topics to be considered in plenary sessions and discussion groups. Invitations are currently being extended to a number of distinguished foreign and American leaders to speak at the Conference. We have been pleased by acceptances from Paul Hoffman, Managing Director of the United Nations Special Fund, and Franklin D. Murphy, Chancellor-designate of the University of California at Los Angeles, who will serve as panelists at the Friday morning plenary session discussion of "Educational Cooperation with Other Nations--The U. S. Role." Others invited to participate in plenary sessions include Mrs. Indira Gandhi of India; Governor Luis Munoz Marin of Puerto Rico; Edward R. Murrow of C. B. S.; Julius K. Nyerere, President of the Tanganyika African National Union; and Galo Plaza, former President of Ecuador.

Also enclosed is a description of the subject matter to be covered in the various discussion groups at the Conference. Since the groups in each series will meet simultaneously, it will be necessary for delegates to choose among them. Please be sure to indicate on the enclosed preliminary registration card which of these groups you plan to attend so that we may assign meeting rooms according to the size of the group indicating advance interest in the topic to be discussed.

Preliminary Registration Card; Award Dinner Reservation Card

If you are planning to attend the Conference, please fill out and return the enclosed blue preliminary registration card. The Conference registration fee of $10 may be enclosed or mailed later. Although payment will also be accepted at the time of final registration for the Conference, the collection of fees greatly delayes the registration process.

Persons planning to attend a single session of the Conference may register as "observers" at the time of the Conference. There will be a registration fee of $3. It is not expected that observers will attend the reception for Conference delegates, nor will they receive documentation or materials prepared for Conference delegates.

The enclosed white card is for your convenience in reserving one or more places at the traditional IIE Award Dinner to be held on Friday evening, December 2. Those of you who attended the Third National Conference in Washington, D. C., will recall that Vice President Nixon's presentation of the Institute's Awards for Distinguished Service in support of exchange of persons programs was a highlight of this Conference.

Reservations for the Dinner will be honored in the order in which they are received. I urge you to make your reservations early, since the capacity of the Grand Ballroom at the Jack Tar Hotel is limited. In the event that reservations for the Dinner exceed the number which can be accommodated in the Ballroom, consideration will be given to the possibility of installing closed circuit television in an adjoining room, where an identical dinner will be served, so that all delegates who wish may observe the presentation of Awards.

There will be a charge of $8 per person for the Award Dinner. You may pay this in advance or at the time of final registration.

An envelope addressed to IIE is enclosed for your convenience in returning both the registration and Award Dinner reservation cards.

Hotel Facilities and Accommodations

Almost all sessions of the Conference will be held at the new Jack Tar Hotel at Van Ness and Geary Avenues in San Francisco. The hotel offers excellent meeting facilities as well as such attractions as an outdoor swimming pool.

Delegates are requested to make their own arrangements for hotel accommodations. A reservation card for the Jack Tar Hotel, which is holding a substantial block of rooms for Conference delegates at special rates, will be mailed to prospective delegates in early fall, along with a list of recommended alternative hotels offering accommodations at somewhat lower rates.

Background Paper and Other Materials

A background paper on the exchange-of-persons activities of foreign nations will be distributed in September, along with a list of Conference speakers and other pertinent materials. Since this information will be sent only to persons from whom we have received preliminary registration cards, I hope you will return your card without delay.

It would be good to know that we may look forward to having you with us in San Francisco.

I & E

INSTITUTE OF INTERNATIONAL EDUCATION
1 EAST 67th STREET, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"
REGIONAL OFFICES: CHICAGO, DENVER, HOUSTON, SAN FRANCISCO, WASHINGTON, D.C.

June 2, 1960

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Attached is a notice for a special meeting of the Board of Trustees which is being called on advice of our legal counsel in order to meet the requirements of the membership corporation law of the State of New York to purchase land for the construction of an IIE building.

At the May 9th meeting of the Board of Trustees a resolution was adopted authorizing the officers of the Institute to negotiate for the purchase of the plot of land opposite the UN. (See Executive Committee Meeting minutes of April 27, 1960 for background information.) Our legal counsel has now advised that while there was a quorum at the May 9th meeting, under the membership corporation law a majority of the fifty trustees of the Institute must be present and vote in favor of the purchase of the property.

This meeting is scheduled for Wednesday, June 8th, at 5 p.m. at the Institute. It is expected that the meeting will be very brief since the purchase has previously been discussed and approved both by the Executive Committee and the Board of Trustees.

It is imperative that this meeting be held for the Institute to proceed with the purchase of the land.

I hope I can count on you to be present at this meeting.

Sincerely yours,

Ken

Kenneth Holland
President

Enclosure P.S. Please come to this meeting. We need you to make us legal!

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150 NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

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CONFERENCE SECRETARIAT: Institute of International Education, 1 East 67th Street, New York 21, N.Y., LEhigh 5-3400 Cable Address: INTERED

June 1, 1960

Conduct and "Coverage" of the

PANEL DISCUSSIONS, WORKSHOPS, AND CLINICS

At the Fourth National Conference on Exchange of Persons

Discussion groups at the Fourth National Conference will include, on the morning of Thursday, December 1, a series of simultaneous Panel Discussions on "How Exchange Programs Help Nations Achieve Their Educational Goals"; on Thursday afternoon, a series of simultaneous Workshops on "International Training for Manpower to Meet the Needs of Nations"; and on Friday afternoon, December 2, a series of Clinics on problems affecting international educational exchange activities. The proposed methods of conducting these discussion groups and the subject matter covered by each group are described below.

SERIES I - PANEL DISCUSSIONS

Purpose and Method of Operation

The panel discussions are expected to provide a forum for the exchange of views among informed persons, including both persons from abroad and Americans with foreign experience, on such topics as the following in relation to each geographic area: (1) the educational goals and aspirations of nations in the area; (2) educational needs in the area; (3) national and local resources available to meet these needs; (4) the extent to which international assistance can be helpful in meeting needs; (5) welcome forms of international assistance; (6) present exchange activities between nations in the area and other areas, including the United States; (7) resources available for exchange programs; (8) means by which exchanges with the United States can contribute effectively to the achievement of national and regional educational goals; and (9) effective use of the returning exchangee.

Following discussion among the panelists, each session will be opened to questions and comment from the floor.

A background paper on the educational systems and exchange activities of each of the areas under consideration will be made available to Conference participants prior to the Conference.

"Coverage" of Each Panel

I-1. Africa (South of the Sahara): includes all the nations of Africa located south of the Sahara Desert.

I-2. Australia, Canada, Western Europe, and New Zealand: includes Canada, Australia, and New Zealand, and the countries of Western Europe, including the United Kingdom, south to Spain and Greece and east to Austria and Germany. (Turkey and Yugoslavia are not included.)

Although it is assumed that time will be given at this panel to consideration of established programs for the exchange of persons between these areas and the United States, we hope that major attention will be given also to the unilateral and multilateral participation by industrialized nations of the West in programs to further the educational and economic development of countries in Africa and Asia.

I-3. Eastern Europe and the Soviet Union: includes the U. S. S. R. and Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Rumania, and Yugoslavia.

It is hoped that the discussion will cover both Soviet (and satellite) exchange activities with African, Asian, and Latin American nations and also exchanges between the U. S. S. R. and Eastern European countries and the United States.

I-4. Latin America: includes countries in the Caribbean area, Central America, Mexico, and South America.

I-5. Middle East and North Asia: includes the countries of North Africa and the Middle East as far south as the Arabian Peninsula, as far east as Iran, and as far north as Turkey; Israel is included but Pakistan is not.

I-6. North Asia: includes Hong Kong, Japan, Korea, the People's Republic of China, Thaiwan (Formosa), and the Ryukyu Islands.

I-7. South and Southeast Asia: includes Afghanistan, Burma, Cambodia, Ceylon, India, Indonesia, Laos, Malaya, Nepal, Pakistan, Philippines, Singapore, Thailand, and Vietnam.

SERIES II - WORKSHOPS

Purpose and Method of Operation

The workshops are intended to provide an opportunity for systematic consideration of the major achievements and problems characterizing exchanges between the United States and other nations in particular fields of study or professions. Emphasis will be placed on exchanges in fields where U. S. or "Western" training is of greatest value to the economic and social development of countries in Asia, Africa, and Latin America.

Where feasible, each workshop will be concerned with exchanges at all levels, including not only students but also teachers, practitioners, and specialists in the field.

Following discussion among the chairman and his resource persons of questions of particular interest, each workshop will be opened to questions and comment from the floor. A brief discussion outline will be provided for each session.

"Coverage" of Each Workshop

II-1. Agricultural Sciences and Home Economics: includes agriculture, agronomy, animal husbandry, botany, food technology, forestry, home economics, horticulture, and plant parasitology.

II-2. Arts and the Humanities: includes all phases of the creative and performing arts as well as philosophy and theology.

II-3. Community Development: refers to the exchange of specialists in various professional fields (such as agriculture, education, public health, social welfare, and public administration) for participation in programs of village and rural development, including the establishment of training centers; agricultural, educational, health, and other services; construction programs; and cooperatives.

II-4. Education: General and Adult: refers to exchanges contributing to the development of general and adult education programs, literacy programs, and programs of fundamental education for persons not pursuing regular academic courses leading to a degree.

II-5. Education: Higher and Professional: concerns the exchange of professors and administrators at institutions of higher learning.

II-6. Education: Teacher Training and School Administration: refers to the exchange of elementary and secondary school teachers and administrators and to exchanges involved in teacher-training programs.

II-7. Education: Vocational Training: includes the exchange of students for vocational training and of specialists participating in vocational training programs.

II-8. Engineering and Technological Training: includes academic exchanges in all branches of engineering and technology as well as exchanges for the purpose of on-the-job technical training.

II-9. Industrial Development: includes exchanges in such fields as banking and finance, business administration, accounting, and industrial relations.

II-10. Labor: includes the exchange of trade union representatives and workers as well as representatives of government ministries of labor.

II-11. Law: includes exchanges of students, professors, and practitioners in all fields of law.

II-12. Mass Communications: emphasis will be placed on the exchange of leaders and specialists in radio, television, documentary films, and journalism.

II-13. Medicine and Health: includes exchanges in dentistry, medicine, nursing, pharmacy, public health, and veterinary medicine.

II-14. Physical and Natural Sciences: includes atomic science, astronomy, the bio-sciences, chemistry, the geo-sciences, mathematics, statistics, metallurgy, minerology, and physics.

II-15. Public Administration: includes exchanges of students and specialists in the techniques of establishing and administering institutions and projects.

II-16. Social Work: includes exchanges in the field of social work and social welfare.

II-17. Community Hospitality - Programs for Short-Term and Academic Visitors: a workshop somewhat outside the framework of general concern ("International Training for Manpower to Meet the Needs of Nations") at which U. S. community programs for short-term visiting leaders and specialists, as well as for long-term academic visitors, will be considered.

SERIES III - CLINICS

Purpose and Method of Operation

The clinics will provide an opportunity for Conference delegates to seek specific counsel concerning administrative techniques and problems affecting exchange operations from selected resource persons with special competence in the problem-area. There will be no formal presentations at the Clinics, which will be devoted entirely to consideration of questions from participants.

Unless the contrary is specifically indicated, each clinic will concern itself with problems as they affect both foreign and U. S. exchangees.

"Coverage" of Each Clinic

Each clinic will deal with a single problem-area, as identified in the program for the Conference. It is believed that these identifications are self-explanatory.

PROGRAM

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C.

JANUARY 28-31, 1959

World Progress Through Educational Exchange

Sponsored by the Institute of International Education
in cooperation with
139 Participating and Observer Organizations

INSTITUTE OF INTERNATIONAL EDUCATION
1 East 67th Street, New York 21, N. Y.

PARTICIPATING AND OBSERVER ORGANIZATIONS

Adult Education Association of the U.S.A.
Advisory Committee on the Arts*
African-American Institute
Altrusa International, Inc.*
America-Israel Society
America-Italy Society
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Junior Colleges
American Association of Land-Grant Colleges and State Universities
American Association of Medical Record Librarians
American Association for the United Nations, Inc.
American Association of University Professors
American Association of University Women
American Bar Association: Special Committee on Cooperation with Legal Profession of Friendly Nations*
American Chemical Society
American Committee on Africa
American Committee on United Europe
American Council for Nationalities Service
American Council on Education*
American Dental Association
American Federation of Arts
American Federation of Labor and Congress of Industrial Organizations
American Field Service
American Foundation for Overseas Blind, Inc.
American Friends of the Middle East, Inc.
American Friends Service Committee, Inc.
American Home Economics Association
American Hospital Association
American Institute of France, Inc.
American Judicature Society
American-Korean Society
American Labor Education Service, Inc.
American Library Association
American Medical Association: Council on Medical Education and Hospitals*
American National Red Cross
American National Theatre and Academy
American Nurses Association
American-Scandinavian Foundation
American Society for Engineering Education
American Society for Friendship with Switzerland
American Youth Hostels, Inc.
Asia Foundation
Association of American Colleges
Association of American Law Schools
Association of American Medical Colleges

* Observer Organization.

Continued on inside back cover

Wednesday, January 28

Morning

9 a.m. - 1 p.m. **Registration** *Promenade*

10 a.m. - 12 M. **Community Hospitality Workshop—Leader Programs** *Pan American Room*

Chairman:

Mrs. Charles Keller, Jr.
Civic Leader, New Orleans

Rapporteur:

Mrs. Clifton Utley
Director, IIE Midwest Regional Office

Panelists:

Mrs. Wright Brooks
International Center for Students and Visitors, World Affairs Center, University of Minnesota

Thomas H. D. Mahoney
Associate Professor of History, Massachusetts Institute of Technology

H. Philip Mettger
Vice President, Governmental Affairs Institute

Mrs. Marjorie Schauffler
Council for Community Services to International Visitors

Special Presentation on Exchange under the Military Assistance Training Program:

Brigadier General William L. Hardick
Deputy Director, Office of Programming and Control (ISA)

Afternoon

1 p.m. - 6 p.m. **Registration** *Promenade*

2:30 p.m. - 5 p.m. **Inaugural Plenary Session** *Grand Ballroom*

Presiding Officer:

Ben M. Cherrington
Director, IIE Rocky Mountain Regional Office

Address:

OBJECTIVES OF THE CONFERENCE

Kenneth Holland
President, Institute of International Education

Panel Discussion:

U.S. CULTURAL RELATIONS WITH FOREIGN NATIONS

Chairman:

George Shuster
President, Hunter College of the City of New York

Panelists:

Luther Evans
Former Director General, UNESCO

Senator J. W. Fulbright
Arkansas

Robert H. Thayer
Special Assistant to the Secretary for the Coordination of International Educational and Cultural Relations, Department of State

5:30 p.m. - 7 p.m. **Reception for Conference Delegates**
Institute of International Education
1530 P Street, N.W., Washington, D.C.

Thursday, January 29

Morning

9:30 a.m. - 12 M. **Plenary Session** *Grand Ballroom*

Panel Discussion:

OPENING DOORS: EXCHANGES WITH EASTERN EUROPE AND THE SOVIET UNION

Chairman:

Edward R. Murrow
Columbia Broadcasting System

Panelists:

Senator Hubert Humphrey
Minnesota

Ambassador William S. B. Lacy
Special Assistant to the Secretary of State for East-West Exchanges, Department of State

Edward H. Litchfield
Chancellor, University of Pittsburgh; Chairman of the Board, Governmental Affairs Institute

Mrs. Eleanor Roosevelt

Howard A. Rusk, M.D.
Director, Institute of Physical Medicine and Rehabilitation, Bellevue Medical Center

Miss Blanche Thebom
Metropolitan Opera Company

Afternoon

2 p.m. - 5:30 p.m. **Workshops**

RESOURCES FOR WORLD PROGRESS—DEVELOPING SKILLS AND KNOWLEDGE THROUGH EDUCATIONAL EXCHANGE

I - 1. Agricultural Sciences ***District Room***

Chairman:

A. W. Gibson
Director of Resident Instruction, New York State College of Agriculture, Cornell University

Rapporteur:

John M. Eklund
Director of Organization and Education, National Farmers Union

Panelists:

Cannon C. Hearne
Director, Foreign Training Division, Foreign Agricultural Service, Department of Agriculture

A. B. Lewis
Associate Director for Agricultural Economics, Council on Economic and Cultural Affairs

F. S. Sloan
North Carolina Agricultural Extension Service, North Carolina State College

José Vergara
Industrial Attaché, Embassy of Spain; formerly Agricultural Attaché

I - 2. Arts: Creative ***Virginia Room***

Chairman:

Edward M. M. Warburg
Member, Board of Regents, University of the State of New York

Rapporteur:

Donald B. Cook
Staff Director, U.S. Advisory Commission on Educational Exchange

Panelists:

Lamar Dodd
Head, Department of Art, University of Georgia; Member, Advisory Committee on the Arts

Peter Mennin
Director, Conservatory of Music, Peabody Institute

Robert Richman
Director, Institute of Contemporary Art

Mrs. Henry P. Russell
Member, Advisory Committee on the Arts

I - 3. Arts: Performing *Maryland Room*

Chairman:

Robert W. Dowling
Chairman, Board of Directors, American National Theatre and Academy

Rapporteur:

Robert C. Schnitzer
General Manager, International Exchange Program, American National Theatre and Academy

Panelists:

Miss Martha Graham
Dancer and Choreographer

E. Allan Lightner, Jr.
Deputy Assistant Secretary for Public Affairs, Department of State

William Schuman
President, Juilliard School of Music

Miss Blanche Thebom
Metropolitan Opera Company

Representative Frank Thompson, Jr.
New Jersey

I - 4. Business and Industry *Pan American Room*

Chairman:

William C. Foster
Executive Vice President, Olin Mathieson Chemical Corporation

Rapporteur:

Frederic E. Pamp
Manager, International Management Association

Panelists:

Senator Prescott Bush
Connecticut

John B. Fox
Director of Overseas Relations, Harvard Business School

Irving Salomon
Chairman of the Board, Royal Metal Manufacturing Company

I - 5. Educators and Administrators: Higher Education ***Grand Ballroom***

Chairman:

Robert F. Goheen
President, Princeton University

Rapporteur:

Donald J. Shank
Executive Vice President,
Institute of International Education

Panelists:

Paul M. Chalmers
Foreign Student Adviser,
Massachusetts Institute of Technology

Donald Edgar
Director, International Educational Exchange Service,
Department of State

Representative Peter Frelinghuysen, Jr.
New Jersey

Robert J. Havighurst
Professor of Education, University of Chicago

I - 6. Educators and Administrators: Secondary Education

Second Floor, American Association of University Women, 1634 Eye Street, N.W.

Chairman:

G. E. Giesecke
Vice President, Texas Technological College

Rapporteur:

Ellsworth Tompkins
National Association of Secondary School Principals

Panelists:

Raymond L. Collins
Superintendent of Schools, Manhasset Public Schools

Archibald C. Coolidge
General Secretary, English-Speaking Union of the
United States

Thomas E. Cotner
Director, Educational Exchange and Training Branch,
Office of Education, Department of Health,
Education, and Welfare

I - 7. Labor *Potomac Room*

Chairman:

Michael Ross
Director, Department of International Affairs, AFL-CIO

Rapporteur:

Miss Marjorie Bailey
Assistant Director of Education,
International Association of Machinists

Panelists:

Representative Barratt O'Hara
Illinois

Victor Reuther
Assistant to the President, United Auto Workers

Albert G. Sims
Vice President for Operations,
Institute of International Education

Leo R. Werts
Deputy Assistant Secretary for International Labor Affairs,
Department of Labor

I - 8. Law *Capital Suite*

Chairman:

Arthur Dean
Sullivan and Cromwell

Rapporteur:

Eli M. Spark
Catholic University of America

Panelists:

Miguel de Capriles
New York University Law School

Milton Katz
Director, International Legal Studies, Harvard Law School

Robert G. Storey
Dean, School of Law, Southern Methodist University

William R. Vallance
Secretary General, Inter-American Bar Association

I - 9. Mass Communications *Jefferson Room*

Chairman:

Robert Saudek
Saudek and Associates; Producer, "Omnibus"

Rapporteur:

J. J. McPherson
Professor of Education, Wayne State University

Panelists:

Harold Kaplan
Office of Assistant Director (Europe),
United States Information Agency

Ernest K. Lindley
Director, Washington Bureau, *Newsweek*

Edward P. Morgan
American Broadcasting Company

Lauren K. Soth
Editor, Editorial Pages, *Des Moines Register and Tribune*

I - 10. Medicine and Health *East Room*

Chairman:

Robert A. Moore, M.D.
President, Downstate Medical Center,
State University of New York

Rapporteur:

Miss Ruth M. Martin
Assistant Executive Secretary,
American Nurses Association

Panelists:

Clifford Grulee, M.D.
Director of Graduate Medicine and Associate Dean,
Tulane University School of Medicine

David M. Heyman
President, The New York Foundation

Byron S. Hollinshead
Director of Survey of Dentistry,
American Council on Education

Howard M. Kline
Chief, Education and Training Branch, Division of
International Health, U.S. Public Health Service,
Department of Health, Education, and Welfare

I - 11. Philosophy and Theology *Concord Room*

Chairman:

A. Burns Chalmers
Director, Davis House; Secretary of Education,
American Friends Service Committee

Rapporteur:

J. Benjamin Schmoker
General Secretary, Committee on Friendly Relations Among Foreign Students

Panelists:

René Fueloep-Miller
Department of Sociology, Hunter College of the City of New York

Msgr. F. G. Hochwalt
Executive Secretary, National Catholic Educational Association

Rabbi William F. Rosenblum
Representative for the Synagogue Council of America, U.S. National Commission for UNESCO

I - 12. Public Administration *Columbia Room*

Chairman:

Walter H. C. Laves
Chairman, Department of Government, Indiana University

Rapporteur:

Wesley Fishel
Associate Professor of Political Science, Michigan State University

Panelists:

John Gange
Director of Review and Development, Asia Foundation

George William Lawson
Chief, Public Administration Division, International Cooperation Administration

H. Philip Mettger
Vice President, Governmental Affairs Institute

F. J. Tickner
Deputy Director, Public Administration Division, Technical Assistance Administration, United Nations

I - 13. Science and Engineering *Chinese Room*

Chairman:

Howard A. Meyerhoff
Executive Director, Scientific Manpower Commission

Rapporteur:

John K. Wolfe
Manager, Advanced Degree Personnel, General Electric Company

Panelists:

Brigadier General Donald Flickinger
Andrews Air Force Base

Thorndyke Saville
Director, Science and Technology Center,
University of Florida

M. H. Trytten
Chairman, Committee on International Exchange of Persons, Conference Board of Associated Research Councils

I - 14. Social Sciences *State Room*

Chairman:

Robert M. Strozier
President, Florida State University

Rapporteur:

Paul J. Braisted
President, The Edward Hazen Foundation

Panelists:

Francis J. Colligan
Director, Cultural Planning and Coordination Staff,
Department of State

Kenneth W. Thompson
Associate Director, The Social Sciences,
Rockefeller Foundation

Francis A. Young
Executive Secretary, Committee on International Exchange of Persons, Conference Board of Associated Research Councils

I - 15. Social Welfare and Community Development
Williamsburg Room

Chairman:

Joe R. Hoffer
Secretary General,
International Conference of Social Work

Rapporteur:

Miss Bernice Bridges
National Social Welfare Assembly

Panelists:

Representative Marguerite Stitt Church
Illinois

Ernest C. Grigg
Chief, Community Development, Bureau of Social Affairs,
United Nations Secretariat

Horace L. Holmes
Former Program Associate, Overseas Development Program, Ford Foundation

Mrs. Alice K. Leopold
Assistant to Secretary of Labor, Department of Labor

Friday, January 30

Morning

9:30 a.m. - 11:30 a.m. **Community Hospitality Workshop—Student Programs**

Williamsburg Room

Chairman:

Hugh Jenkins
Foreign Student Service Council

Rapporteur:

John Reichard
International Student Center, Cambridge, Massachusetts

Panelists:

Mrs. Nelson Jones
Civic Leader, Houston

Mrs. Pearl G. Purcell
Chief of Secretariat, Institute of International Education

Mrs. T. J. Trogden, Jr.
Civic Leader, Paris, Illinois

9:30 a.m. - 12 M. **Clinics**

1. Government regulations affecting international exchange

State Room

Chairman:

John N. Hayes
Deputy Director, International Educational Exchange Service, Department of State

Rapporteur:

Joe W. Neal
Director, International Advisory Office, University of Texas

Panelists:

Sam Bernsen
Examinations Division, Immigration and Naturalization Service, Department of Justice

Miss Elizabeth P. Lam
Executive Associate, Committee on International Exchange of Persons, Conference Board of Associated Research Councils

2. Recruitment and selection of the exchangee *East Room*

Chairman:

Ivan Putman
Foreign Student Adviser, University of Florida

Rapporteur:

Dean F. Smiley, M.D.
Executive Director, Educational Council for Foreign Medical Graduates

Panelists:

Miss Edna Duge
Assistant Director, Inter-American Department, Institute of International Education

Gordon Macgregor
Public Health Service, Department of Health, Education, and Welfare

Paul E. Smith
Secretary, Committee on International Relations, National Education Association

3. Language preparation and testing *Maryland Room*

Chairman:

William C. Bryant II
Chairman, American Language Center for Foreign Students, Columbia University

Rapporteur:

Alva L. Davis
Director, American University Language Center

Panelists:

Harry Freeman
English Language Specialist and Orientation Officer, Evaluation and Orientation Branch, Training and Development Staff, International Cooperation Administration

Bryce Van Syoc
Acting Director, English Language Institute, University of Michigan

4. Evaluation of credits for study abroad and placement of exchange students *Potomac Room*

Chairman:

George A. Male
Specialist, Comparative Education, Europe and British Commonwealth, Office of Education, Department of Health, Education, and Welfare

Rapporteur:

Miss Hattie Jarmon
Executive Officer in charge of Admissions,
Teachers College, Columbia University

Panelist:

William H. Strain
Director of Admissions, Indiana University

5. Orientation for international exchangees *Virginia Room*

Chairman:

Harvey Powers
Director, Orientation Center, Bucknell University

Rapporteur:

Mrs. Carolyn Stifel
Assistant Director, Department for U.S. Exchange
Relations, Institute of International Education

Panelists:

Col. Joseph S. Harbison, USAR (Ret.)

Miss Marita Houlihan
Chief, Foreign Grantees Branch, International Educational
Exchange Service, Department of State

6. Campus programming for foreign students *District Room*

Chairman:

Herrick B. Young
President, Western College for Women

Rapporteur:

Harald Bakken
Director, USNSA Foreign Student Leadership Project

Panelists:

Miss Phillis Beechler
Chief, Field Services, Institute of International Education

James M. Davis
Director, International Student Center,
University of Michigan

Miss Jean Whittet
College and University Division, National Student YWCA

7. Techniques of evaluating exchange programs *Jefferson Room*

Chairman:

Edward W. Weidner
Director, Institute of Research on Overseas Programs,
Michigan State University

Rapporteur:

Werner Warmbrunn
Foreign Student Adviser, Stanford University

Panelists:

Stuart W. Cook
Research Center for Human Relations,
New York University

Arthur Feraru
Chief, Office of Operations Research and Evaluation,
Institute of International Education

Miss Erin Hubbert
Chief, Program Evaluation Staff, International
Educational Exchange Service, Department of State

8. Continuing relationships with the returned exchangee

Columbia Room

Chairman:

Ernest T. Stewart
Executive Director, American Alumni Council

Rapporteur:

Miss Helen Bragdon
General Director,
American Association of University Women

Panelists:

Miss Virginia Arnold
Assistant Director, Medical Education and Public Health,
Rockefeller Foundation

Kenneth J. McCormac
International Educational Exchange Service,
Department of State

9. Training Americans for international responsibilities

Pan American Room

Chairman:

Leon E. Dostert
Dean, Languages and Linguistics, Georgetown University

Rapporteur:

Richard A. Humphrey
Director, Office of Institutional Projects Abroad,
American Council on Education

Panelists:

Philip S. Wilder
Assistant to President and Foreign Student Adviser,
Bowdoin College

David B. Wodlinger
Director, Department for Europe,
Institute of International Education

10. Exchanges of teen-agers and young people *Concord Room*

Chairman:

Stephen Galatti
Director General, American Field Service

Rapporteur:

Gordon Boyce
President, Experiment in International Living

Panelists:

Warren Schmidt
Coordinator, International Farm Youth Exchange Project,
National 4-H Club Foundation

Miss Jo Anne Uzel
Foreign Visitors Office,
National Catholic Welfare Conference

11. Programming for leaders, specialists and professors *Chinese Room*

Chairman:

Arthur Hauck
Director, Washington International Center,
American Council on Education

Rapporteur:

Henry Lunau
Governmental Affairs Institute

Panelists:

James Donovan, Jr.
Assistant Chief, Leaders and Specialists Division,
International Educational Exchange Service,
Department of State

Glenn L. Taggert
Dean, International Program, Michigan State University

11 a.m. - 12 M.

12. Community hospitality for the foreign visitor *Williamsburg Room*

Chairman:

Robert T. Murphy
Director, Foreign Visitors Office, National Catholic
Welfare Conference

Rapporteur:

Miss Elizabeth Blanc
Program Specialist, IIE Rocky Mountain Regional Office

Panelists:

Miss Margaret O'Donoghue
Staff Associate, Washington International Center,
American Council on Education

Mrs. Ruth H. Purkaple
Program Director, Committee on Friendly Relations
Among Foreign Students

12 M. **Greetings to the Conference by the President of the United States**

Grand Ballroom

Introduction of the President:

Kenneth Holland

Introduction of the IIE 40th Anniversary Team:

Mrs. George D. Woods
Civic Leader, New York

40,000th Exchangee:

Harry Aung
Burma, UNESCO Fellow, 1958-59

40,001st Exchangee:

Miss Lucinda Greig
Van Buren, Arkansas, Fulbright Fellow to New Zealand,
1959-60

Afternoon

2 p.m. - 5:30 p.m. **Workshops**

MEETING NATIONAL NEEDS THROUGH INTERNATIONAL EXCHANGE

II - 1. Africa *Pan American Room*

Chairman:

Joseph C. Satterthwaite
Assistant Secretary for African Affairs,
Department of State

Rapporteur:

Lewis M. Hoskins
Executive Secretary, American Friends Service Committee;
Vice-Chairman, United States-South African
Leader Exchange Program

Panelists:

Melvin J. Fox
Executive Associate, Ford Foundation

Rayford W. Logan
Professor of History, Howard University

Emory Ross
Trustee, African-American Institute

Alvin D. Zalinger
Department of Sociology, Boston University

II - 2. Western Europe ***East Room***

Chairman:

Edouard Morot-Sir
Cultural Counselor to the French Embassy

Rapporteur:

David B. Wodlinger
Director, Department for Europe,
Institute of International Education

Panelists:

Just Lunning
President, Georg Jensen, Incorporated

George Moody
Assistant Director for Area Programs, International Educational Exchange Service, Department of State

Hubertus Scheiber
Secretary General, Deutscher Akademischer Austausschdienst, Bonn, Germany

Joseph E. Slater
International Affairs Program, Ford Foundation

II - 3. Eastern Europe and the Soviet Union ***State Room***

Chairman:

Rufus Clement
President, Atlanta University

Rapporteur:

Morris Rosenberg
Director, Department for East-West Exchanges,
Institute of International Education

Panelists:

Frederick C. Barghoorn
Professor of Political Science, Yale University

Richard J. Medalie
Council on Student Travel US-USSR Student Exchange Program

Frederick T. Merrill
Director, East-West Contacts Staff, Department of State

Waldemar Nielsen
Associate Director, International Affairs Program, Ford Foundation

II - 4. Latin America *Chinese Room*

Rapporteur:

Herbert L. Matthews
Member of the Editorial Board, *The New York Times*

Panelists:

Robert Barton
Director, Inter-American Department, Institute of International Education

Senator Bourke B. Hickenlooper
Iowa

Arturo Morales Carrión
Under Secretary of State, Commonwealth of Puerto Rico

R. R. Rubottom, Jr.
Assistant Secretary for Inter-American Affairs, Department of State

A. Curtis Wilgus
School of Inter-American Studies, University of Florida

II - 5. Middle East *Jefferson Room*

Chairman:

John S. Badeau
President, Near East Foundation

Rapporteur:

Hugh S. Baker
Foreign Student Adviser, San Francisco State College

Panelists:

Howard Mumford Jones
Department of English, Harvard University; America-Israel Society

Samuel Koenig
Professor, Department of Sociology and Anthropology, Brooklyn College

Laurens Seelye
Recently of Robert College, Istanbul, Turkey

II - 6. Northeast Asia *Concord Room*

Chairman:

Howard A. Rusk, M.D.
Director, Institute of Physical Medicine and Rehabilitation, Bellevue Medical Center

Rapporteur:

Donald Cottrell
Dean, College of Education, Ohio State University

Panelists:

Sterling Fisher
Director of Public Relations, *Readers' Digest;* Executive Director, Readers' Digest Foundation

Frank P. Lockhart, Jr.
Bureau of Far Eastern Public Affairs, Department of State

C. Martin Wilbur
Director, East Asia Institute, Columbia University

II - 7. South and Southeast Asia *Williamsburg Room*

Chairman:

Philip Thayer
Dean, School of Advanced International Studies, Johns Hopkins University

Rapporteur:

David L. Guyer
Representing United Nations Technical Assistance Board and the Technical Assistance Administration

Panelists:

Mrs. Vera Micheles Dean
Foreign Policy Association

John Eaves
Research Officer, Division of Research, Bureau for Near Eastern, South Asian, and African Affairs, Department of State

Max Makagiansar
Former Deputy Director, Bureau of Higher Education, Indonesian Ministry of Education

II - 8. Australia, Canada, New Zealand and the United Kingdom

Maryland Room

Chairman:

Carter Davidson
President, Union College and University

Rapporteur:

Charles S. Blackton
Professor, Department of History, Colgate University

Panelists:

The Rev. Charles P. Loughran, S.J.
Associate Professor of History, Fordham University

Robert Morris
Secretary for Education, British Embassy

Stephen H. Stackpole
Executive Associate, Commonwealth Program,
Carnegie Corporation

Evening

7:30 p.m. - 10 p.m. **Award Dinner** *Grand Ballroom*

Presiding Officer:

Grayson Kirk
Chairman, IIE Board of Trustees;
President, Columbia University

Musical Selections:

Tong Il Han
Korean Pianist, Student of Mme. Rosina Lhevinne,
Juilliard School of Music

Presentation of the IIE Distinguished Service Awards to

A University — A Business Corporation
A Private Organization — A Community
An Individual

Presented by:

Richard M. Nixon
Vice President of the United States

Saturday, January 31

Morning

9 a.m. - 11 a.m. **Plenary Session** *Grand Ballroom*

Presiding Officer:

J. L. Morrill
President, University of Minnesota

Report of the Workshop Findings:

Mrs. Maurice T. Moore
Civic Leader, New York

Monroe E. Spaght
Executive Vice President, Shell Oil Company

Report on the Clinics:

Edward W. Barrett
Dean, Graduate School of Journalism,
Columbia University

11 a.m. - 1 p.m. **Plenary Session** *Grand Ballroom*

Panel Discussion:

INTERNATIONAL EXCHANGE AND THE NATIONAL INTEREST

Presiding Officer:

Arthur S. Adams
President, American Council on Education

Chairman:

Dean Rusk
President, Rockefeller Foundation

Panelists:

Representative Chester Bowles
Connecticut

William R. Herod
President, International General Electric Company

Senator Karl Mundt
South Dakota

Robert Gordon Sproul
President Emeritus, University of California

Conference Director
Mrs. Pearl G. Purcell

Associate Conference Director
Mrs. Jane W. Jacqz

Continued from inside front cover

Association of American Universities: Association of Graduate Schools
Association of Junior Leagues of America, Inc.
Atlantique
Belgian American Educational Foundation, Inc.
CARE, Inc.
Carl Schurz Memorial Foundation, Inc.
Carnegie Endowment for International Peace
Carrie Chapman Catt Memorial Fund, Inc.
Chamber of Commerce of the United States of America*
China Institute in America, Inc.
Christian Family Movement
Committee on Friendly Relations Among Foreign Students
Conference Board of Associated Research Councils
Cordell Hull Foundation
Council for Community Services to International Visitors
Council for International Progress in Management (USA), Inc.
Council on the Junior Year Abroad
Council on Social Work Education, Inc.
Council on Student Travel
Department of Agriculture*: Agricultural Research Service
Federal Extension Service
Foreign Agricultural Service
Department of Health, Education, and Welfare*: Office of Education
Public Health Service
Social Security Administration
Department of Justice*: Immigration and Naturalization Service
Department of Labor*
Department of State*: Several Bureaus, notably the Bureau of Public Affairs including, among others, the International Educational Exchange Service and the Cultural Presentation Staff
Educational Council for Foreign Medical Graduates
Eisenhower Exchange Fellowships, Inc.
Engineers' Council for Professional Development
English-Speaking Union of the United States
Experiment in International Living
Federation of French Alliances in the U.S.
Foreign Policy Association, Inc.
Foreign Student Service Council of Greater Washington, Inc.
General Federation of Women's Clubs
Girl Scouts of the United States of America
Governmental Affairs Institute
International Association of Plastic Arts, Inc., United States Committee*
International Bank for Reconstruction and Development*
International Cooperation Administration*
International Council of Women Psychologists
International House Association, Inc.
International Recreation Association
Japan Society, Inc.

Continued on outside back cover

Lisle Fellowships, Inc.
Mennonite Central Committee*
Modern Language Association of America
National Academy of Sciences: National Research Council
National Association of Foreign Student Advisors
National Association of Manufacturers of the United States of America*
National Association of Social Workers, Inc.
National Catholic Educational Association
National Catholic Welfare Conference: Foreign Visitors Office
National Committee for an Adequate Overseas U.S. Information Program
National Conference of Christians and Jews, Inc.
National Council on Asian Affairs
National Council of the Churches of Christ in the United States of America
National Council of Jewish Women
National Council of Negro Women, Inc.
National Council of Women of the United States, Inc.
National Education Association of the United States
National Farmers Union
National Federation of Business and Professional Women's Clubs, Inc.
National 4-H Club Foundation
National Grange
National Planning Association
National Recreation Association
National Social Welfare Assembly, Inc.
Near East College Association, Inc.
Near East Foundation
Netherland-America Foundation, Inc.
New York Herald Tribune High School Forum
Operation Town Affiliations, Inc.
Overseas Training and Research, Inc.
Pan American Union*
People-to-People Program
Public Administration Service
Residential Seminars on World Affairs
Rhodes Scholarship Trust
Society for International Development
Technical Assistance Board, United Nations*
United Nations Educational, Scientific and Cultural Organization*
United States Advisory Commission on Educational Exchange*
United States Information Agency*
United States National Student Association
Woodrow Wilson Foundation
World Brotherhood
World University Service
Young Adult Council of the National Social Welfare Assembly, Inc.
Young Men's Christian Association of the United States of America
Young Women's Christian Association of the United States of America

TWENTY YEARS OF UNITED STATES GOVERNMENT PROGRAMS IN CULTURAL RELATIONS

COMMITTEE ON EDUCATIONAL INTERCHANGE POLICY
1 EAST 67TH STREET — AT FIFTH AVENUE — NEW YORK 21, N. Y.
JANUARY 1959

The Committee on Educational Interchange Policy was established by the Institute of International Education in 1954 in response to a recommendation made by an independent committee which studied the role and functions of the Institute. This group noted the need for a policy committee to survey the field of exchange, and recommended that the Institute create such a body. The Committee has been assigned responsibility for helping to:

1. Clarify the values of exchanges; set standards and provide objectives for exchange activities.
2. Identify problems and difficulties; find solutions.
3. Identify promising programs and bring them to the attention of interested groups.

Although established by the Institute, the Committee's responsibility is to study and report upon the whole area of exchange of persons, and not only those activities to which IIE itself is related. The Committee is served by a small secretariat in the Institute.

DETLEV BRONK

HARLAN CLEVELAND

JAMES T. DUCE

IVAN PUTMAN

LAUREN K. SOTH

PHILLIPS TALBOT

HOWARD E. WILSON

KENNETH HOLLAND (ex-officio)

DONALD J. SHANK, *Secretary*

BARBARA J. WALTON, *Assistant Secretary*

TWENTY YEARS OF UNITED STATES GOVERNMENT PROGRAMS IN CULTURAL RELATIONS

TWENTY YEARS OF UNITED STATES GOVERNMENT PROGRAMS IN CULTURAL RELATIONS

This paper presents the highlights of twenty years of United States government activity in cultural relations[1] with other countries. The reader is referred also to Francis J. Colligan's article *Twenty Years After: Two Decades of Government-Sponsored Cultural Relations,* appearing in the Department of State Bulletin, July 21, 1958. To do full justice to the subject, there is needed a definitive study of the aims of government programs, the assumptions on which they are based, and their relation to private effort. We have attempted here to present some thoughts that might stimulate such a comprehensive work.

* * *

Just twenty years ago the United States government officially undertook to promote cultural relations between the United States and other countries. Prior to 1938, American intellectual, cultural and technical cooperation with other countries was primarily in the hands of private citizens and organizations. Interests of the United States were represented by non-governmental groups. Philanthropic foundations, business firms, religious missions and private societies concerned with particular nations carried out technical, welfare and cul-

[1] The term cultural relations, as used throughout this pamphlet, refers to cultural, educational, technical and scientific relations with other countries, with emphasis on exchange of persons. The term educational exchange is used interchangeably. Cultural relations usually includes also the exchange of books, periodicals, films and cultural exhibits, the establishment of overseas libraries and cultural institutes and the support of national schools overseas.

tural activities abroad. Gradually, as the United States became aware of the potential political implications of such activities, it decided to support financially an official cultural relations program. The use of cultural relations by unfriendly nations to create anti-American feeling abroad gave this program urgency. Today the United States government is involved in many types of cultural relations programs, including large-scale information and technical assistance activities, all over the world.

PURPOSES AND PRINCIPLES

The major purpose of the cultural relations program is to create better understanding of the United States abroad, and of other countries in the United States, in the hope that this will contribute to international amity. A second major purpose is to promote the exchange of knowledge and ideas between countries. This purpose has taken on new urgency with the accelerated rate of technological progress in many countries of the world. Other objectives of evident importance are to provide educational opportunities for promising students and scholars here and abroad, and to contribute to the general advancement of knowledge.

More indicative of the nature of United States cultural relations than its purposes are the principles which guide it. These principles were recommended in the early years of the program by the cultural groups and private citizens called upon to advise the government. These groups sought to protect U. S. cultural relations from the nationalistic bias apparent in some cultural programs, and to make sure that the U. S. program conformed to the best principles of American democracy. *The principles on which the U. S. government's international cultural relations program is based are: (1) reciprocity in relations with other countries; (2) wide par-*

ticipation by non-governmental groups and private citizens; and (3) objectivity in presenting America to other countries.

The principle of reciprocity means that, to the maximum extent possible, cultural relations between the U. S. and other countries should be beneficial to both. Cultural relations involve a two-way exchange. The culture of one country should not be imposed on another. Ideas and knowledge should flow in both directions. Citizens of both countries should participate as equals. There are many ways in which reciprocity manifests itself in the U. S. cultural relations program. Bi-national organizations carrying out mutually agreeable purposes have been set up and are administered jointly abroad by citizens of the United States and of other countries. Students and scholars flow in both directions. *Exchange, mutual* understanding and *cooperation on a basis of reciprocity* are stressed in the basic legislation setting up the programs. The concept of technical assistance has become technical *cooperation.*

The principle of wide participation means that, to the maximum extent possible, cultural relations consist of relations between the people and the institutions in the two countries involved. This is the essence of cultural relations.[2] The United States program emanates not from the government but from many diverse sources. Those who participate are not government employees but individual citizens representing individual points of view. Institutions participating are not government departments, but the authentic cultural institutions of the nation.

Wide participation was a natural development in the

[2] "For the cultural relationship is essentially that of friendship from people to people, from the citizenry of one country to the citizenry of another, through such channels of mutual acquaintance as make friendship rewarding between individual and individual." McMurry, Ruth Emily, and Lee, Muna, *The Cultural Approach.* Chapel Hill: The University of North Carolina Press, 1947, p. 3.

United States cultural relations program. Experience and knowledge lay with non-governmental institutions. Far-reaching cultural relations activities with other countries had been carried on by private organizations long before the government set up a program in 1938. To tap their knowledge and draw them into the program, Secretary of State Cordell Hull set up a general advisory committee.[3] He then called together for a series of conferences more than a thousand American intellectual leaders. They met in Washington in 1939 at their own expense to recommend policies and suggest projects in a wide range of fields. They set up specialized committees to guide the Department of State. Thus were established the first of the advisory bodies which, after the war, became a standard feature of legislation authorizing State Department educational exchange programs.[4] Today the government assists individuals and private groups active in cultural relations abroad, but having no official connection. It contracts with non-governmental groups to help in the selection and supervision of exchange students and visitors. It carries out educational exchange programs, wherever possible, by "using the services of existing reputable agencies which are successfully engaged in such activity."[5] The result is a complex interplay of private groups and public agencies in the cultural field.

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[3] The general advisory committee was made up of such distinguished persons as Stephen Duggan, Director of the Institute of International Education; Waldo Leland, President of the American Council of Learned Societies; Carl Milam, President of the American Library Association; James Shotwell, a Director and Trustee of the Carnegie Endowment for International Peace; and George Shuster, Acting President of Hunter College.

[4] The four major groups advising the State Department on cultural matters today are: the United States National Commission for UNESCO, the Board of Foreign Scholarships, the U.S. Advisory Commission on Educational Exchange and the Advisory Committee on the Arts. There is also the U.S. Advisory Commission on Information advising the U.S. Information Agency.

[5] U.S. Information and Educational Exchange Act of 1948, Public Law 402, 80th Congress, January 27, 1948.

Objectivity means that as far as is humanly possible a factual image of America and American policies is presented to the peoples of the world. Every effort is made to separate fact from opinion, in the best tradition of American journalism. While objectivity may never be fully achieved, it exerts a powerful moderating force on United States activities in the cultural relations area. It is recognized as fundamental in the United States information program. It is inherent in the programs planned for exchange visitors. While the Congress has occasionally suggested that foreign visitors see more of America, no one has advocated an official government indoctrination program for them.

American emphasis on objectivity in official cultural and information programs can be traced in part to fear and distrust of propaganda. Between the two world wars, propaganda came to mean self-serving distortions of the truth to most Americans. The Nazis openly adopted the "big lie" technique as an instrument of national policy. Even the British admitted that they had "lied damnably" in foreign communications during World War I.[6] Many Americans became convinced, and some still are, that any sort of official information program involved a measure of deceit. During World War II, when presenting a positive American point of view to other countries became urgent, resistance to official information activities was to some extent overcome. After the war, however, legislation setting up an official United States information service carefully distinguished between cultural relations and information. Testimony on the floor of the Senate is pertinent:

> "But we are also agreed . . . that there must be a distinct set-up, on the one hand, of the so-called informational service, which may conceivably have certain propaganda

[6] McMurry and Lee, *op. cit.*, p. 146.

implications and may even become involved politically; and on the other hand, we must set apart by itself the so-called educational exchange service, which if it is to be truly effective, must be objective, non-political, and above all, have no possible propaganda implications."[7]

The principles on which the U. S. cultural relations program is founded are periodically put to the test. Like all principles, they are subject to misinterpretation, unimaginative thinking and the stress of national emergencies. During the Korean War, political detachment was dropped in favor of strengthening resistance to communism.[8] During the McCarthy era, the State Department reported gloomily that "our legislative history does not encourage us to hope for Government funds to foster an appreciation of other cultures in this country".[9] In recent months, reciprocity in cultural relations with the Soviet Union seems to have become a means of preventing either side from gaining a competitive advantage.[10] Finally, wide participation by non-governmental agencies has produced strain on both sides. The Department of State has

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[7] Senator H. Alexander Smith, Congressional Record, January 16, 1948, pp. 260-261.

[8] "Originally conceived as an instrument for achieving understanding of the United States among other nations, the program's objectives have sharpened so that it is now dedicated to the following three objectives:

(a) Keeping alive the spirit of cooperation among the free nations of the world for the purpose of self-protection and progress for all;

(b) Strengthening resistance to communism in countries immediately threatened with infiltration or aggression;

(c) Weakening the forces of communism and diminishing its power in areas now under the domination of the U.S.S.R." U.S. Advisory Commission on Educational Exchange, *Seventh Semiannual Report on Educational Exchange Activities,* July 1-December 31, 1951, p. 4.

[9] U.S. Advisory Commission on Educational Exchange, *Tenth Semiannual Report on Educational Exchange Activities,* January 1-June 30, 1953, p. 18.

[10] Committee on Educational Interchange Policy, *Academic Exchanges with the Soviet Union,* October 1958, p. 11.

on occasion asked, "How can the responsibility of the Department to achieve certain objectives with the educational exchange program be properly discharged when control over the administration and operation rests elsewhere?"[11] Colleges and universities have, on the other hand, suggested that governmental control over the operations of cooperating agencies is too strict.[12] There is needed a periodic reaffirmation of basic principles, and a continuous effort to understand them and make them work.

These then are the basic principles which guide the United States cultural relations program. They derive from American traditions, from the nature of basic American institutions and from the American democratic heritage. They present our national culture, not as interpreted by or through an official body, but through cultural institutions and the people who created them. They help to make sure the process of communication is two-way, an interchange of knowledge and ideas among equals. They help to present a "full and fair" picture of America abroad. They may never be fully applied in all programs, but they represent a goal worth striving for.

PAST AND PRESENT PROGRAMS

Official participation by the United States government in cultural cooperation with other countries began with the Convention for the Promotion of Inter-American Cultural Relations of 1936, ratified by Congress in 1937. Prior to that date

[11] U.S. Advisory Commission on Educational Exchange, *Tenth Semiannual Report on Educational Exchange Activities,* January 1-June 30, 1953, p. 21.

[12] "Once a contract is established, full professional technical responsibility and authority for its operation should rest with the contracting university. The role of Government is properly that of assuring conformance with broad public policy, not direction of the operations of a technical mission. Both parties should carry the responsibility for continuing communication and consultation." American Council on Education, *University Projects Abroad,* Papers Presented at the Conference on University Contracts Abroad, Michigan State University, November 17-18, 1955, p. 21.

cultural and scientific exchanges by government departments were significant historically but small in number. The Smithsonian Institution set up an International Exchange Service as early as 1849, which exchanged official documents with other countries and deposited foreign documents in the Library of Congress. The National Bureau of Standards was authorized in 1892 to receive qualified foreign scientists and technicians as guest workers. The State Department in 1908 created the Boxer Indemnity Fund, which utilized reparations, paid to the United States government by the Chinese government, to finance study in the United States by Chinese students. These activities were carried on without an overall government policy concerning cultural relations, and without central coordination.

CULTURAL RELATIONS DIVISION

In 1938 the Department of State set up a Cultural Relations Division to work out an integrated program for developing United States cultural ties with other countries. Shortly before this the heads of key departments had been called together by President Roosevelt to form what became known as the Interdepartmental Committee on Scientific and Cultural Cooperation (See page 18). The Division and the Committee worked together, concentrating at first on Latin America, where aggressive German and Italian cultural activities were adversely affecting United States interests. The Division's purpose was to encourage greater appreciation in the United States and Latin America of each other's values and achievements. The keynote was "intellectual cooperation", as contrasted with the later emphasis on "mutual understanding". With Dr. Ben Mark Cherrington[18] as its first head, the Divi-

[18] Dr. Cherrington was Chief of the Cultural Relations Division from 1938 to 1940. He was Director of the Social Science Research Foundation, University of Denver, from 1926 to 1951, and Chancellor of the University from 1943-1946. He has been Director of the Denver Office of the Institute of International Education since 1951.

sion carried out a wide range of activities, many of which also saw the beginnings of programs in the Near East and became separate programs administered by separate organizations in later years. The Division was charged with:

> "the exchange of professors, teachers, and students; cooperation in the field of music, art, literature and other intellectual and cultural attainments; the formulation and distribution of libraries of representative works of the United States and suitable translations thereof; the participation by this government in international radio broadcasts; encouragement of this and of closer relationship between unofficial organizations of this and of foreign Governments engaged in cultural and intellectual activities; and, generally, the dissemination abroad of the representative intellectual and cultural works of the United States and the improvement and broadening of the scope of our cultural relations with other countries."[14]

Exchange of persons was a major activity. The Division administered grants for students and professors as provided for in the Inter-American Cultural Convention. It stimulated United States colleges and universities to offer scholarships to Latin American students. Together with the Coordinator of Inter-American Affairs, (CIAA) it provided additional financial assistance where necessary. In the period from 1940-1943 alone, some 500 Latin American students were aided.[15] With CIAA, it arranged exchanges of professors, leaders, technicians and trainees in significant numbers. The 1940-1943 period also saw the beginnings of programs in the Near East and the Far East, financed from an emergency fund of the Pres-

[14] State Department Departmental Order No. 367, July 27, 1938.

[15] Hanson, Haldore, *The Cultural Cooperation Program 1938-1943*, U.S. Department of State Publication 2137, 1944, p. 11.

ident, which laid the foundation for subsequent activity in those areas.

COORDINATOR OF INTER-AMERICAN AFFAIRS

The Office of the Coordinator of Inter-American Affairs[16] (CIAA) was established in 1940 with Nelson Rockefeller as its chief. The functions of CIAA were not clearly differentiated at first from the functions of the Cultural Relations Division. In addition to its economic activities CIAA was charged with:

> "the formulation and the execution of a program in cooperation with the State Department which, by effective use of Governmental and private facilities in such fields as the arts and sciences, education and travel, the radio, the press, and the cinema will further national defense and strengthen the bonds between the nations of the Western Hemisphere."[17]

CIAA took over, and then gradually relinquished, many of the cultural activities of the State Department in Latin America. It provided funds to carry out projects recommended by the advisory groups cooperating with the Cultural Relations Division and the Interdepartmental Committee. It was involved in the exchange of students, professors and specialists in a wide variety of fields, and in the establishment and support of bi-national institutes where cultural events were held and English language instruction was offered. By agreement with the State Department, however, it narrowed its activities in 1943 to projects in the area of elementary, secondary and adult education, especially those of an emergency nature. Long-range and permanent projects, including student exchange,

[16] Until July 1941 it was called the Office for the Coordination of Commercial and Cultural Relations between the American Republics.

[17] Executive Order, August 16, 1940.

libraries and bi-national institutes were assigned to the Cultural Relations Division. When the war ended, CIAA was terminated and most of its remaining activities, including its information functions, were turned over to the State Department.

The history of CIAA provides an early example of difficulties encountered in attempting to combine activities having widely different objectives. Although CIAA was set up to meet emergency wartime needs in the economic, cultural and information spheres, it was also charged with long-term activities aimed at "strengthening bonds" between nations. This meant that unilateral information activities such as short-wave broadcasting to counteract hostile Axis propaganda, were combined with long-term reciprocal activites such as exchange of persons. It also meant that CIAA programs cut directly across those of the Cultural Relations Division. The inevitable result was a confusion of both basic principles and lines of administrative authority.

THE OFFICE OF WAR INFORMATION

The wartime emergency gave rise to an agency whose primary function was the dissemination of information. The Office of War Information (OWI) was established in 1942 to "assure an accurate and consistent flow of war information to the public and to the world at large",[18] using modern techniques of mass communication. Except for the Western Hemisphere, where information remained the responsibility of the Coordinator of Inter-American Affairs, the OWI consolidated all the information functions of federal agencies in one office. It also engaged in certain activities in the cultural field. The libraries which OWI established abroad are a prominent feature of U. S. cultural relations today. When the war came to

[18] Executive Order, June 13, 1942.

an end, the OWI, like the CIAA, was terminated. Functions and some personnel of both agencies were taken over by the Department of State, which combined them with the Cultural Relations Division and set up an Office of International Information and Cultural Affairs.[19]

UNESCO

Immediately after the war the United States government re-affirmed its cultural ties with other countries by joining the United Nations Educational, Scientific and Cultural Organization (UNESCO). This step was fully supported by the many private citizens and cultural groups in the United States which had participated in drawing up the UNESCO Charter. The Charter stresses the principle that people as well as governments should be involved in cultural relations. It provides that each member country shall set up a national commission of citizens representing both public and private interests to advise the government and maintain liaison with non-governmental organizations in each country. Such a commission, to consist of not more than 100 members, was established in the United States in 1946, with a secretariat in the Department of State.[20]

The United States government participates in other multilateral cultural relations activities. These include programs of the United Nations and its specialized agencies, and regional programs established by the Organization of American States (OAS), the North Atlantic Treaty Organization (NATO) and the South East Asia Treaty Organization (SEATO). Bilateral programs are preferred by the United States, however. Congress reduced the U. S. contribution to the United Nations technical assistance program from 60% of the total budget

[19] Executive Order, August 31, 1945.

[20] Public Law 565, 79th Congress, July 30, 1946.

in 1952 to 49% in 1957, and has stipulated that by 1960 the U. S. share shall not exceed one third. Multi-lateral cultural relations activities of the United States government will not be discussed in detail in this report.

INTERNATIONAL EDUCATIONAL EXCHANGE SERVICE

For a number of years after the war exchange of persons and related cultural activities of the State Department were dominated by its much larger information activities. The Office of International Information and Cultural Affairs (OIC) stressed "promotion among foreign peoples of better understanding of the aims, policies and institutions of the United States"[21]. Understanding on a reciprocal basis was secondary. Gradually, however, the concept of reciprocal cultural relations re-asserted itself. An Office of Educational Exchange was set up in 1948, and in 1952 became the International Educational Exchange Service (IES) as it is known today. IES administers the major exchange of persons programs established by legislation, as well as a number of smaller exchange programs for specific countries. It also houses the secretariats of the four major groups advising the government on cultural relations. (Listed on page 4.)

Fulbright Program. In 1946 cultural relations was given new impetus by imaginative action on the part of Senator J. William Fulbright and the Congress. In that year the Senator from Arkansas sponsored the now-famous Fulbright bill, instituting a fellowship program which has made the word "Fulbright" synonymous with an exchange fellowship. The act provided that funds derived from the sale of surplus United States war property abroad might be used by mutual agreement with other countries, to "finance studies, research, instruction

[21] Department of State Regulation, OIC, December 31, 1945.

and other educational activities . . . "[22] on the part of both U. S. and foreign citizens. Interestingly enough, the act itself set forth no objective other than to dispose of surplus property, apparently on the assumption that the purpose of educational exchange was self-evident.

The Fulbright program provides full fellowships for Americans, and travel grants for nationals of other countries. It is unique among government programs in the number of fellowship opportunities it provides for Americans. Without this program, the post-war ratio of American students abroad to foreign students in the United States might be even smaller that it is. (The present ratio is about four to one in favor of the foreign student.) The act does not authorize expenditure of United States currency. Only those countries can participate which have acquired foreign currency through sale of surplus property. Subsequent legislation has provided new sources of foreign currency, permitting the program to continue and be extended to additional countries. The total number of countries participating in 1958 was 39, as compared with two in 1947.[23] The Fulbright program is supervised by a ten-member Board of Foreign Scholarships, representing both governmental and non-governmental agencies.

Smith-Mundt Program. A second act of major significance was the Smith-Mundt Act,[24] which gave the Department of State authority to set up both a cultural relations and an information program on a global basis. It permitted exchange of persons at all levels, and provided certain funds. Passed in 1948, after two years of discussion and amendment, the ob-

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[22] Amendment to the Surplus Property Act of 1944, Public Law 584, 79th Congress, August 1, 1946.

[23] *IIE News Bulletin,* March 1958, p. 2.

[24] U.S. Information and Educational Exchange Act of 1948, Public Law 402, 80th Congress, January 27, 1948.

jectives of the act were "to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries".[25] It provided for two distinct services: "an information service to disseminate abroad information about the United States . . ." and "an educational exchange service to cooperate with other nations in the interchange of persons, knowledge and skills . . ." It provided also for two advisory commissions, the Advisory Commission on Information and the Advisory Commission on Educational Exchange, each to consist of five members drawn from appropriate fields. They were expected to "formulate and recommend . . . policies and programs." Finally, the act stipulated that the Department of State should make use wherever possible of "reputable private agencies" in carrying out the educational exchange program.

One result of the Smith-Mundt Act was that, for the first time since the war, educational exchange was recognized, on paper at least, as a separate activity, on an equal footing with dissemination of information. Not until 1953, however, when the United States Information Agency (USIA) was set up as an autonomous agency while IES was left in the State Department, was substantial administrative separation achieved. The two operations are still not separate abroad. In most countries USIA officers administer the educational exchange program for the State Department.

Countries eligible to participate in the Smith-Mundt program, and the number of awards, are determined each year by the State Department. The choice of countries and the number of awards depend on local needs as seen from abroad and political priorities as seen from Washington. Favorable

[25] *Ibid.*

consideration is given to candidates who are undertaking projects of importance to their home country. Some 4000 foreign visitors are currently assisted in coming to the United States each year, and 2000 Americans are enabled to go abroad under all IES programs. In the selection and supervision of IES grantees, the Department uses a complex of organizations and procedures. It relies heavily on both private and public agencies in the United States, and on bi-national organizations and USIA officers abroad. The major private agencies participating in the United States are the Institute of International Education for students, the Conference Board of Associated Research Councils for professors and scholars, and the American Council on Education, the Governmental Affairs Institute and regional offices of the Institute of International Education for foreign leaders and specialists.

Occupied Areas Program.[26] IES now administers educational exchange programs in the countries formerly occupied by the U. S. Army. As part of its "reorientation" program for Germany, Austria, Japan and the Ryukyu Islands, the Army began in 1947 to bring nationals of these countries to the United States and to send American specialists there. The objective was to "give the peoples of the occupied country a deeper appreciation of democracy and its function, so that they will be imbued with the desire to form their own democratic, representative and peace-minded organizations."[27] University students, scholars and national leaders were brought to the United States. Assistance from universities and private groups was actively solicited, especially during the first few years when

[26] "Government and Relief in Occupied Areas", Public Law 793, Chapter 685, 80th Congress, June 28, 1948.

[27] *The Army's Educational Exchange Program,* Reorientation Branch, Office of the Under Secretary, Department of the Army, May 1950, p. 2.

neither the State Department nor the Army had funds of its own for this purpose. By the end of 1952, over 6,000 Germans had visited the United States under this program. Beginning about 1950, when the occupied countries began to assume control of their own affairs, exchange programs in those areas were gradually transferred to the State Department. The transition from reorientation to mutual understanding was a remarkably smooth one, in large part because the principles and practices followed in the Army program were similar to those followed in other exchange programs. The Army still administers a small educational exchange program in the Ryukyu Islands.

Cultural Presentations. The State Department administers a fund for the presentation of American cultural attractions abroad. Before the war the Department and CIAA had been active in the arts, exchanging musicians, ballet dancers and art works with Latin America. After the war less attention was paid to the arts. Not until 1954 was a small "cultural presentations" program established in the Department of State, supported initially by the President's emergency fund and after 1956 by Congressional appropriation. Its purpose was "to strengthen the ties which unite us with other nations by demonstrating the cultural interest, developments and achievements of the people of the United States".[28] Congress established an Advisory Committee on the Arts, consisting of ten members, to advise both the Department of State and the U. S. Advisory Commission on Educational Exchange.

The 1959 allocation for cultural presentations is $2,415,000.[29] Funds can be used only to supplement private financial

[28] "International Cultural Exchanges and Trade Fair Participation Act of 1956", Public Law 860, 84th Congress, August 1, 1956.

[29] New York Times, December 8, 1958, p. 28.

support and income received for commercial performances overseas. The American National Theatre and Academy, under contract with the State Department, administers the program. Over a hundred attractions, including some of the best of American theatre and music, have been sent to 89 countries in the past four years. To date the cultural presentations program operates only in one direction, the sending of Americans abroad. A precedent for two-way government-sponsored exchanges has been set, however, by the recent cultural agreement between the United States and the Soviet Union, which provides for an exchange of artists and performances in both directions.

TECHNICAL ASSISTANCE

The Interdepartmental Committee on Scientific and Cultural Cooperation. Described by Arnold Toynbee as the greatest single idea in foreign policy to emerge from the twentieth century,[30] technical assistance as a United States government activity started in 1938. Just prior to the establishment of the Cultural Relations Division, President Roosevelt created what came to be known as the Interdepartmental Committee on Scientific and Cultural Cooperation,[31] under the chairmanship of Sumner Welles. The function of the Committee was to determine what knowledge and skills each executive department had that could be made available to Latin American governments. A list of some 85 projects was drawn up, many of which seem familiar today. They included assistance to foreign countries in taking a census of populations, carrying out

[30] Letter to Committee on Educational Interchange Policy from Arnold Toynbee, dated December 12, 1958.

[31] Until 1944 the Interdepartmental Committee on Scientific and Cultural Cooperation was known as the Interdepartmental Committee on Cooperation with the Other American Republics. It existed until 1950, when it was dissolved.

coast and geodetic surveys and expanding agricultural production. The Interdepartmental Committee hoped that these projects would be privately financed, since government funds were limited. In fact, however, the Office of the Coordinator of Inter-American Affairs provided funds for these and other technical assistance projects, establishing bi-national *servicios* which have set the pattern for administration of United States technical assistance ever since.

Marshall Plan and Point IV. After the war technical assistance achieved worldwide prominence when Secretary of State George C. Marshall set forth a plan for the economic recovery of Europe. He proposed that United States capital and technical skills be put at the disposal of war-torn countries in an effort to "revive a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist."[32] President Truman, in Point IV of his 1949 inaugural address, extended the technical assistance concept to other parts of the world, stressing the sharing of technical know-how rather than the export of American capital or credits. "Our aim", he said, "should be to help the free peoples of the world, through their own efforts, to produce more food, more clothing, more materials for housing, and more mechanical power to lighten their burdens."[33] A desire to increase the capacity of free nations to resist Communist influence gave urgency to these economic and humanitarian objectives.

International Cooperation Administration. The technical assistance program is now administered by the International Cooperation Administration, a semi-autonomous agency within

[32] Speech by George C. Marshall, Secretary of State, at Harvard University, June 5, 1947.

[33] Inaugural Address by President Truman, January 20, 1949.

the Department of State. Until 1953 it was administered by the Department of State.[34] Its purpose is to share American techniques and know-how with other countries by providing American experts to advise governments on economic and social problems, and by training foreign nationals in this country. It is thus basically an exchange-of-persons program. Supplies and equipment are provided only where needed for demonstration purposes. Self-help is a basic principle. The financial contribution of a foreign government generally equals or exceeds that of the U. S. government. Joint operation and financing of local projects in cooperation with the local government is the usual arrangement.

ICA now brings approximately 5,000 foreign nationals related to ICA projects abroad to the United States for training each year. It sends almost the same number of American technicians abroad. (See Appendix Table A, page 29). ICA also sends some 1,700 project participants to countries other than the United States.[35] The training of ICA participants is related to the jobs they are expected to fill when they return home. A large proportion visit industrial installations or receive in-service training with government agencies and private firms. Almost half, however, spend a full semester or longer at edu-

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[34] There have been two main lines of administrative development since 1947. A succession of semi-autonomous agencies (the Economic Cooperation Administration, the Mutual Security Agency, the Foreign Operations Administration and the International Cooperation Administration) administered the programs of economic aid and mutual defense which started with the Marshall Plan. The State Department, until 1953, administered President Truman's Point IV or technical assistance program through the Technical Cooperation Administration. Since that date both technical assistance and foreign aid have been administered by the International Cooperation Administration.

[35] *Participant Training Operations,* Statistical Report and Analysis, June 30, 1958, Training Development Staff, International Cooperation Administration, p. 21.

cational institutions.[36] ICA is putting increasing emphasis on university study to lay a firm foundation for specialized training. It has recently increased the length of stay in the United States for some participants, and is permitting an increasing number to take degrees. ICA programs are therefore becoming more like the traditional educational programs of IES. This is causing concern on some campuses since ICA does not use the non-governmental placement machinery established by IES.

UNITED STATES INFORMATION AGENCY

The United States Information Agency (USIA) was established in 1953 as an agency separate from the State Department.[37] The task set for USIA by President Eisenhower was "to submit evidence to peoples of other nations . . . that the objectives and policies of the United States are in harmony with and will advance their legitimate aspirations for freedom, progress and peace."[38] It operates in foreign countries only. USIA carries out its objectives in large part through mass media of communication, exemplified by the Voice of America. It also sponsors libraries, information centers and binational institutes and is involved in educational exchange. It arranges programs abroad for visiting American artists and lecturers, brings some 65 local USIA employees to the United States each year,[39] and keeps in touch with returned exchange students. It is directly involved in the Smith-Mundt program, administering this program abroad under contract with the State Department. It sponsored a "people-to-people" conference in 1956 to encourage private citizens in the arts and

[36] *Ibid.*, pp. 15-16.
[37] Reorganization Plan Number 8, Department of State, July 1, 1953.
[38] U.S. Information Agency, 8th Review of Operations, January 1-June 30, 1957, p. 2.
[39] Letter to Committee on Educational Interchange Policy from USIA dated December 5, 1958.

professions, and representatives of voluntary organizations to establish contact with private citizens and groups abroad having similar interests. In general, the cultural relations activities of USIA, like those of IES, stress "long-term efforts to build better inter-relationships with other peoples."[40]

DEPARTMENT OF DEFENSE

The Department of Defense is currently engaged in a type of exchange activity which has many of the attributes of an educational exchange program. Under the Military Assistance Training Program it brings an estimated 20,000 men from allied countries to the United States annually for training at some 60 bases in the United States, at a cost of approximately $50,000,000 a year.[41] While much of this training is geared toward specific military skills and techniques, some of it consists of education in a broader sense. In addition, these men are acquiring first-hand knowledge of America and Americans through the efforts of public information officials at military bases, and of community and business groups such as the Junior Chambers of Commerce.

OTHER AGENCIES

Many other government agencies, including the Department of Agriculture, the Department of Labor, the Public Health Service and the Office of Education participate in the cultural relations program. Most do not originate programs. They facilitate the interchange of knowledge and skills in fields where they have special competence. They provide training facilities. They cooperate with the Department of State and ICA. They assist foreign visitors sponsored by the United Nations and its member agencies, by the Organization of Amer-

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[40] USIA, *Tenth Semiannual Report,* January 1-June 30, 1958, inside cover.

[41] Letter to Committee on Educational Interchange Policy from the Department of Defense dated December 8, 1958.

ican States and by the visitor's own government. They also assist visitors who come at their own expense.

FINANCIAL SUPPORT AND VOLUME OF EXCHANGE OF PERSONS ACTIVITY

The State Department's cultural relations program has always been characterized by a small budget compared with the information and technical assistance programs. The IES appropriation today is about 20 million dollars as compared with roughly 100 million for USIA and 150 million for technical assistance. (See Appendix Table B, page 30.) About a sixth of the technical assistance appropriation is spent on the ICA participant training program;[42] information on the amount spent to send Americans abroad is not available. In volume, the number of persons exchanged under the technical assistance program is not quite twice that under the IES program. (Table B.) The volume of ICA exchange activity is increasing more rapidly than that of IES. In both programs the number of Americans participating is increasing more rapidly than the number of foreign nationals.

CONCLUSIONS

Certain conclusions can be drawn from the record of the past twenty years. First, *U. S. government activity in international cultural relations is based on sound principles: objectivity, reciprocity and wide participation by private citizens.* It has been most successful where these principles were most faithfully followed.

Objectivity is the most difficult to achieve. Considering the tensions of the cold war, it is remarkable that the U. S. cultural relations program has stood the test so well. Cultural relations cannot be totally detached from a world of contro-

[42] *Participant Training Operations,* Statistical Report and Analysis, June 30, 1958, Training Development Staff, International Cooperation Administration, p. 5.

versy. Cultural programs can, however, embody on the international scene concepts which guide enlightened thought at home. They can separate fact from opinion. They can present a "full and fair" picture of America. They can emphasize informing people rather than winning adherents. In the end this will be far more convincing to friend and foe alike than any form of propaganda.

The principle of reciprocity has achieved growing recognition as governmental activity has grown. The number of Americans going abroad under government programs is increasing. The one-way street which cast Americans in the role of teachers both here and abroad is giving way to a realization that Americans have much to learn. Congress has recently provided funds for modern foreign language instruction and related instruction necessary to a full understanding of the countries involved.[48] There is more to be done, however, to make official U. S. cultural relations truly reciprocal. American respect for other people's culture and way of life should be reflected in everything we do. A perceptive comment by Robert A. Perry is worth quoting:

> "Emma Lazarus called to the ancient countries to send us their tired, their poor, their huddled masses. We are now calling to them to send us their brilliant, their gifted, their upper classes. We have come a long way in a few generations, but let us not forget that we are still parvenue among the nations of the world. A lot of people knew us before we had money and moved uptown. And a lot of people think that money is all we have; money and a few good bombs. Perhaps they are right. I hope not. In any case, they are sending us their intelligent young students who will find out for themselves what we are and

[48] National Defense Education Act of 1958, Public Law 85-864, 85th Congress, September 2, 1958.

what we stand for. I think we have much to give them. But the first thing we must give them, the one requisite without which all other things are meaningless, is respect. They are human beings, God's supreme creation, and they deserve it."[44]

Wide participation by non-governmental groups in official cultural relations can be further strengthened. A prime test of government success in cultural relations is whether it has stimulated private initiative. Non-governmental groups are the foundation on which American cultural relations with other countries rest. Any handicap the government may feel it suffers as a result of its inability to control every aspect of cultural relations is more than compensated for by the authenticity, spontaneity and diversity of the program. It is the responsibility of non-governmental groups interested in culture and education to retain the initiative in this respect. They must suggest ideas. They must make sure they are not dominated or eclipsed by government. Where they join with the government in a joint effort, they must know where to assert themselves; it is the function of advisory committees to advise, of administrative agencies to administer and professional organizations to use their professional knowledge. The wide participation of non-governmental groups of all kinds gives cultural relations a vitality that it could not achieve by any other means.

A second conclusion is that *government cultural relations programs have had important results in the United States and abroad.* They have done much to help people in other countries understand America, and to help Americans understand other countries. This is evident from the testimony and the actions of those who have participated in educational exchange

[44] Perry, Robert A., "People are Human", *International House Quarterly.* Spring 1956.

programs.[45] Contact with other peoples and cultures taught them many things they had not previously understood about foreign countries, and often about their own country. Every increment of insight and understanding is a net gain. A word of caution is in order, however. Understanding and liking are not the same thing. Understanding means an increased comprehension of how and why other people behave as they do. Greater comprehension frequently leads to balanced appreciation. Appreciation may not be expressed in predictable ways. Votes in foreign parliaments or in the United Nations, even by those who "understand" the United States, are influenced by many factors. Only where understanding is given a favorable climate in which to grow, can we expect to see its fruits in improved international relationships.

While cultural relations programs can be said to "support the foreign policy of the United States",[46] they do so indirectly and over a long period. The use of a cultural program to carry out day-to-day foreign policy defeats its major purpose. "International exchange in the realm of culture should be carried on because of its intrinsic value to man; it should never be exploited as an instrument of national policy designed to serve some irrelevant purpose of state."[47] Exchange helps to establish a community of interest apart from current problems in diplomatic relations. It is not a panacea for the ills of the world. Even at its best, it cannot save the world from tyranny. Its value to foreign policy lies in long-term, constructive con-

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[45] See for example: Scott, Franklin D., *The American Experience of Swedish Students*. Minneapolis: University of Minnesota Press, 1957; and Useem, J. and Ruth H., *The Western Educated Man in India*. New York: Dryden Press, 1955.

[46] Colligan, Francis J., "Twenty Years After: Two Decades of Government-Sponsored Cultural Relations", *Department of State Bulletin*, July 21, 1958.

[47] Cherrington, Ben Mark, "America's Future Cultural Relations", *Annals of the American Academy of Political and Social Science*, Philadelphia, September 1944, p. 77.

tributions to international relations, which tend to be neglected under the pressure of daily business.

The United States cultural relations program has assisted other countries in the development of their human and natural resources. It has provided educational opportunities which have enabled young men and women to make full use of their capacities, and to participate in their country's quest for progress. It fostered the concept of technical assistance, which has proved a timely and inspiring answer to a basic need of our times. If the result of government participation in cultural relations was limited to stimulating education and sharing knowledge alone, it would be well worth while.

Finally, *the United States cultural relations program is still growing and evolving.* It has shown a steady increase in size and scope over the past twenty years, and will probably continue to grow for some time to come. Some cultural relations activities have expanded until they required separate administrations to handle them. New activities sometimes threaten to submerge the old ones. This trend can be expected to continue in the future.

Emphasis on immediate "country needs", typical of technical assistance, is assuming growing importance in all types of educational exchange. Students under the IES program are increasingly selected for study in the United States because they are associated with an on-going project of value to their home country. American and foreign scholars are chosen on the basis of their contribution to a particular institution abroad. In the technical assistance program, emphasis on long-term educational needs is becoming increasingly evident. Thus educational exchange and technical assistance are finding common ground in their methods and objectives.

The arts and culture are receiving increasing emphasis. The small but flourishing cultural presentations program, no

longer in the experimental stage, is one indication of this. Growing USIA involvement in cultural activities is another. The appointment of a new assistant for cultural affairs in the State Department, and the authorization by Congress of a national cultural center in Washington, are still others. America's growing maturity in the arts, and the importance of international communication unhindered by the barrier of language, will undoubtedly make this an expanding area for the future.

The U. S. government program of cultural and educational exchange has made its influence felt in America and throughout the world. It has increased understanding of the United States abroad and of foreign countries in the United States. It has contributed to the social and economic development of many countries. Most important, through education, it has changed the lives and outlook of thousands of individuals who have participated in educational exchanges. It has done this by adhering to principles consistent with American traditions and beliefs. It is a credit to the foresight and statesmanship of the nation that the government has associated itself with this type of cultural relations program.

APPENDIX

Table A

VOLUME OF EXCHANGE OF PERSONS ACTIVITY

	Department of State: International Educational Exchange Service[1]			International Cooperation Administration: Technical Assistance		
Fiscal Year	*Total Grants*	*Grants to Americans*	*Grants to Foreign Nationals*	*Total*	*U.S. Technicians Overseas*[2]	*Participant Arrivals In the U.S.*[3]
1950	5,584	1,249	4,335	*	*	1,710
1951	7,819	1,528	6,291	*	*	3,265
1952	7,235	1,621	5,614	*	*	5,886
1953	7,121	1,808	5,313	6,430	1,837	4,603
1954	5,820	1,938	3,882	5,950	1,971	3,990
1955	5,994	1,925	4,069	8,175	3,228	4,947
1956	5,770	1,970	3,800	8,698	3,964	4,734
1957	5,952	1,806	4,146	9,798	4,494	5,304
1958	*	*	*	10,306	5,020	5,305

* Information not available.

[1] Source: International Educational Exchange Program 7th-19th Semiannual Reports to Congress, 1952-1958.

[2] Source: 1950-1952, figures not available; 1953-1954, Office of Statistics and Reports, International Cooperation Administration; Trend of Personnel Strength Statement as of November 30, 1958, page 112.

[3] Source: Participant Training Operations, Statistical Report and Analysis, July-September 1958, Training Development Staff, International Cooperation Administration, p. 14. Figures are exclusive of university contract participants.

Table B

UNITED STATES GOVERNMENT APPROPRIATIONS FOR EDUCATIONAL EXCHANGE, TECHNICAL ASSISTANCE AND INFORMATION PROGRAMS

	State Department: Educational Exchange[1] *(Including foreign currency)*	*ICA and Predecessor Agencies: Technical Assistance*[2]	*United States Information Agency and Predecessor Agencies*[3]
1951	25,983,116	34,500,000	182,263,307[4]
1952	23,761,486	159,300,000	150,460,716
1953	23,265,497	155,600,000	122,742,378
1954	19,774,110	119,000,000	83,417,000[5]
1955	20,241,351	117,000,000	77,299,000[5]
1956	18,863,038	153,000,000	87,336,630
1957	21,424,712	152,000,000	113,000,000
1958	20,800,000	142,000,000	96,200,000[4]

[1] Source: 1951-1956, U.S. Advisory Commission on Educational Exchange 17th Semiannual Report, May 1957, p. 4; 1957, International Educational Exchange Program 19th Semiannual Report to Congress, August 1958, p. 59; 1958, U.S. Advisory Commission on Educational Exchange 19th Semiannual Report, January 1958, p. 2.

[2] Source: 1951-1954, Calderwood, James D. and DeRycke, Laurence, *A Door to the Present.* New York: International Development Placement Association, Inc. 1954, p. 24; 1955, Report to Congress on the Mutual Security Program for the Six Months Ended December 31, 1954, p. 2; 1956-1957, Mutual Security Program, Summary Presentation, June 1957, p. 32; 1958, Mutual Security Program, Summary Presentation, February 1958, p. 45.

[3] Source: U.S. Information Agency Comparative Table of Estimates and Appropriations Reflecting on a Comparable Basis, Activities in Prior Years now included in USIA as a Result of Reorganization Plan No. 8 of 1953, Fiscal Years 1947-1958, unpublished. Figures include supplemental appropriations.

[4] Includes funds for construction of new radio facilities.

[5] Excludes funds transferred from Foreign Operations Administration.

Other statements in this series by the Committee on Educational Interchange Policy:

The Goals of Student Exchange. January 1955.

Geographic Distribution in Exchange Programs. January 1956.

Chinese Students in the United States, 1948-55. March 1956.

Orientation of Foreign Students. June 1956.

Expanding University Enrollments and the Foreign Student. February 1957.

Hungarian Refugee Students and United States Colleges and Universities. March 1957.

United States Medical Training for Foreign Students and Physicians. July 1957.

The Foreign Student: Exchangee or Immigrant? May 1958.

Hungarian Refugee Students and U. S. Colleges and Universities: One Year Later. June 1958.

Academic Exchanges With the Soviet Union. October 1958.

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(January 30) Workshop No.....(1st choice) No.....(2nd choice)

Clinic No.....(1st choice) No.....(2nd choice) No.....(3rd choice)

I ☐will ☐will not attend the Annual Award Dinner on January 30.

I ☐will ☐will not be accompanied by my spouse.

FEES: The Conference registration fee of $5.00 ☐ is enclosed ☐ will follow.

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THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

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January 30, 1959
Friday, 2 p.m. - 5:30 p.m.

Area Workshops

Meeting National Needs
Through International Exchange

Workshop #II - 1: Africa

Background Statement: It has been said that in Europe eyes look backward into history, but in Africa they look ahead to the future. In Africa south of the Sahara, some 200,000,000 people are attaining an increased confidence in themselves and their abilities as they emerge from primitive ways of life.

On this great continent where the rural way of life is basically communal, where hundreds of dialects are spoken and where one person can be so different from another, each country is developing at a different rate both politically and economically, and has its own unique problems. However, a characteristic which is discernible everywhere is the deep-rooted yearning for education, equality, self-government, self-respect and opportunity for self-expression.

One need only examine each country's school program to gain a significant insight into the readiness of the people to work out their own destiny. On the west coast of Africa - in Nigeria, Ghana, Liberia and Sierre Leone - children are being encouraged to attend school, more elementary and secondary schools are being built, and the physical plant and curricula of colleges are being expanded. Progress is also being made in the Sudan and Ethiopia, but in other areas - the Belgian Congo and East, Central and South Africa - the goal of advancement through popular education is being achieved more slowly. At present, the principal weakness of the whole pattern of education in Africa can be found at the secondary school level. This, it appears, is due in the main to lack of secondary schools and qualified staff, as well as what seems to be a not too sincere desire of Europeans to educate large numbers of Africans.

In order to realize their ambitions for education, equality and self-respect, Africans know they must have help from the outside, and it is to the West that they look for this help. For years, private individuals and groups in the United States have contributed much toward helping the African to improve his lot, especially by providing many individual Africans with the opportunity to study outside Africa. While many African students go to the United States for study, a considerable number are accepting offers for advanced training in other countries, including the Soviet Union and the countries of Eastern Europe. These programs are designed to meet Africa's urgent need for trained leaders in labor, industry, agriculture and other fields. The training periods range from one to four years for academic programs and, with respect to technicians, extended periods of on-the-job

training in the host country. A common explanation for the acceptance of these offerings is that the requirements imposed in connection with United States opportunities, such as proficiency in the use and understanding of the English language and a limited training period, are customarily waived, and promises of assistance can be obtained with comparatively greater ease.

Existing institutions within Africa are not adequate to meet this continent's needs in the magnitude or with the urgency required. The passage of various African areas from political dependence to independence will very likely outstrip the pace of economic development and may result in instability and wide-spread disillusionment. It is, therefore, in the self-interest of the free nations of the West to recognize that much diplomacy and skill will be required in the years ahead to cooperate with African countries in developing means of educational assistance suited to the needs of the area.

Questions for Consideration:

1. How useful is an American education and training for African students upon the students' return home? How can exchange programs be developed to be more appropriate for the student's return to Africa?

2. What forms of international educational assistance, other than the training of individual African students abroad, might be further developed to help African leaders meet their countries' problems of internal development?

3. In view of the pressing need for improved and expanded secondary school education in Africa, what measures might private and government agencies in the United States propose to assist African countries in training secondary school teachers?

4. How can the United States meet the challenge posed by the training programs offered to Africans by countries other than the United States?

5. Does training in the United States tend to reinforce or to break down the supposed belief of the educated African that manual work is outside his responsibilities?

6. What efforts might be made to improve the training of African area experts in this country?

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Area Workshops

Meeting National Needs
Through International Exchange

Workshop #II - 2: Western Europe

Background Statement: Perhaps with no area of the world has there been such a long record of American educational exchanges as with Western Europe. In pre-revolutionary times sons of well-to-do colonists from New England to South Carolina were accustomed to travel to England for educational purposes. The strong classical tradition of British and European universities had a marked influence on American educational patterns. The attachment of such distinguished early national leaders as Thomas Jefferson and Benjamin Franklin to the cultures and institutions of France, England and Italy was reflected in many ways on their countrymen.

By the middle of the 19th century the German educational system had begun to attract increasing interest in the United States and as a result there began a flow of American scholars to German Universities. The effect of this interaction is still to be noted in American graduate schools where the German concepts of research and scholarly investigation were adopted. The pre-eminence of French culture in diplomatic and international affairs and the distinction of French literary creation have always had a notable influence on American scholarship. As a consequence, many generations have gone to France for study in the humanities and in the arts. The European cultural inheritance of Americans has had a strong and sustained influence. The music and art of Europe have always been considered as part of our cultural store. Despite fluctuations in interest caused by external considerations and pressures, the influences have survived and are now vital.

United States participation in two world wars has had the effect of drawing Western Europe and America ever closer together. Millions of Americans have had experience in European countries as the result of military service, and with the growing industrial development and wealth of the United States, millions of its citizens have gone to Western Europe as tourists.

It is not surprising, therefore, that interest in European studies in our institutions of higher learning increases with the facilitation of communication and travel and that there has been a widespread interest in scholarship opportunities through which Americans go abroad to study in European universities. The advent of large scale government scholarship programs since World War II would seem to have stimulated greater interest in preparation for European studies.

On the other hand, a growing interest in American studies has been manifested in Europe. American literature has won a large public in Western Europe; American drama, art and music are making a strong impact there. American motion pictures have long enjoyed great popularity in Western Europe and have served to sharpen a general awareness of the United States. American government programs, both in the field of exchange of persons and in the information field, have stimulated and strengthened European interest in the history, foreign policy, literature and music of this country.

The growing interdependence of Western European countries which has been emphasized by various economic, political and defence alliances since 1945, has simultaneously involved the United States. The post-war aid programs have served to multiply the economic, cultural and political ties between this country and those of the NATO alliance. Exchange of persons programs continue to be one of the most effective and acceptable devices for strengthening ties of mutual understanding between Western Europe and the United States.

Questions for Consideration:

1. In what fields can the United States be of special service in helping Western European countries meet national needs?

2. What types of exchanges might serve to acquaint Western Europe with the artistic and musical achievements of the United States?

3. How should programs of American studies be developed and expanded in the universities of Western Europe?

4. To what extent should special efforts be made to increase exchanges with Germany?

5. What steps, if any, might be taken to improve the language qualifications of American social and political science students who want to study in Italy?

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Area Workshops

Meeting National Needs
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Workshop II - 3: Eastern Europe and the Soviet Union

Background Statement: The past year witnessed the development of exchanges of many types with the Soviet Union under the terms of the U.S.-U.S.S.R. Agreement on Exchanges in the Cultural, Technical and Educational Fields of January 27, 1958. Most of these, involving the exchanges of groups for periods of three to four weeks have been publicized and are well known - there were exchanges of groups in the fields of the performing arts, agriculture, education, industry, housing, medicine, sciences, sports, youth groups, and tourism. Greatest publicity was given to the arts, with the successes of Van Cliburn in the Soviet Union and the Moiseyev Ballet in the U.S., and to educational exchanges following the success of the sputniks.

The first long-term (academic year) exchanges were inaugurated under the U.S.-U.S.S.R. Exchange Agreement which provided for the exchange of 20 students this year and 30 next year. Actually, 22 U.S. doctoral candidates, specializing in Russian studies in the social sciences and humanities, are in the Soviet Union. 17 Soviet students are in the U.S.

With the nations of Eastern Europe, exchanges are also still very limited. In Poland, the Ford and Rockefeller Foundations have sponsored programs designed to stimulate and improve the development of studies in the humanities, medical, agricultural and social sciences. In Yugoslavia, the International Cooperation Administration has conducted a program of study in the U.S. for Yugoslavs in a number of fields. Other organizations have developed smaller exchange programs with Poland and Yugoslavia but the total of exchanges with Eastern Europe remains on a very reduced scale in comparison with Western Europe.

In meeting the national needs of the nations of Eastern Europe, exchange programs have followed traditional aims: to contribute to their economic and social development, to aid in the educational or professional development of outstanding individuals, to promote international understanding and good will and to re-establish contacts with Western thought and culture interrupted since the war.

Exchanges with the U.S.S.R. and Communist-led Eastern European nations have taken place against the background of the East-West cold war. This has created operational problems caused by closed areas in the case of Soviet citizens visiting the U.S. and U.S. citizens traveling in the Soviet Union and the requirements of our immigration laws. It has placed an unusually heavy emphasis upon exchangees as ambassadors of good will in the campaign to lessen international tensions.

Questions for Consideration:

1. What advantages can be expected from U.S.-U.S.S.R. exchanges beyond the contribution such exchanges make to the professional advancement of the individual involved?

2. Would the national needs of the United States be better served if a national advisory body were established to define those needs and to coordinate exchange programs with the Soviet Union?

3. Should the principle of reciprocity be maintained in exchanges with the Soviet Union, or should the numbers of exchanges on both sides be encouraged without limitations? At what levels are these exchanges desirable? For what duration? What should be the qualifications of the U. S. exchangees? Should the principle of reciprocity be upheld in the maintenance of closed areas?

4. What elements in exchanges, particularly as regards the impact on visitors to both countries, are not particularly productive? How can these be avoided or countered?

5. Can exchanges realistically be expected to contribute to the lessening of international tensions and improvement of relations between the U.S.S.R. and the U.S.A.?

6. What are the goals of exchanges with the other nations of Eastern Europe?

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Area Workshops

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Workshop #II - 4: Latin America

Background Statement: Recently the United States has been harshly but perhaps justly criticized for its neglect of Latin America. Vice President Nixon's dramatic and at times unpleasant tour through South America brought forcefully to our attention the fact that anti-American feelings are increasing in several of the Latin American republics and we have been compelled to re-examine our position vis-a-vis their political, economic, social and cultural conditions.

In the political field, Latin America is strategically important to the United States. In case of conflict it may be the sole source of important raw materials. The defense and the security of the American continent depend on inter-American cooperation and mutual support. The defense pacts we have entered into with all the countries of the Western Hemisphere emphasize our interdependence. On many international issues before the United Nations, the United States often relies on Latin American support to gain a majority.

The United States and Latin America are also economically interdependent. Annual United States exports to and direct private investments in Latin America have both increased. In 1957, for example, our exports to Latin America amounted to four and one-half billion dollars. On the other side of the ledger we find the situation less attractive. There is probably no other area of the world more dependent on foreign trade for economic well-being and development capital than Latin America, yet nearly every Latin American country suffers an adverse balance of payments. Of the twenty countries, sixteen are more than 50 per cent dependent on one major product for their export trade. Latin Americans blame the refusal of the United States to guarantee minimum prices for basic commodities, while imposing restrictive quotas or tariffs on their exportable products, for holding back their economic growth that even now barely keeps abreast of the population increase.

Latin America's population is growing at the rate of 2.5 per cent annually, the greatest rate of increase in the world among areas of comparable size. This is due not only to very high birth rates, but also to such factors as the decline in death rates brought about by greatly improved medical techniques, better socio-economic conditions and immigration. New facilities--industrial, agricultural, municipal, social and educational--are over-taxed by this population explosion even before they are completed.

To resolve some of these problems while at the same time making life more meaningful and productive requires an educated people. For the well-being of all the American republics, including our own, we must contribute to Latin American

development through an exchange of experience, techniques and ideas. Many American business corporations in Latin America have recognized the importance of helping host countries to develop their natural resources and to train their citizens in the scientific and technical fields. The governments of the 21 republics have collaborated through the Inter-American Cultural Convention and OAS programs to raise the educational levels of university graduates, though relatively few in number to date. Foundations and philanthropic organizations have contributed much over the years, mostly to medical advancement. More recently, formal cultural contacts between the United States and Latin America have been encouraged by the U.S. Government's cultural presentation program.

Questions for Consideration:

1. What types of international educational exchanges might contribute most directly to increasing mutual understanding between the United States and Latin America?

2. Do present exchange programs give enough consideration to political conditions and economic hardships? If not, how can these programs be made more flexible?

3. Do the aims of business and industry exchange programs with Latin America satisfy the broader aspects of the corporations' goals?

4. Are Latin American area studies in United States universities adequate to the political, economic and social needs of inter-American relations?

5. How can teaching techniques in universities through the Americas be improved through educational exchange?

6. How will the predicted population increase in the United States and in Latin America affect or alter our attitudes toward educational exchange with this area?

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Area Workshops

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Workshop #II - 5: Middle East

Background Statement: The countries of the Middle East--Afghanistan, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, Turkey and Yemen--North Africa--Morocco, Tunisia, Libya and Egypt--differ greatly from one another in economic and cultural development, existing educational facilities, wealth of natural resources and political alignments. With the exception of Lebanon and Israel, these countries share a very high illiteracy rate, usually reported at around 80%. In addition to efforts to reduce illiteracy, area emphasis in education is in the training of more and better teachers and in bringing primary and secondary school programs more into line with country needs.

During the 1957-58 academic year, according to IIE's surveys, there were 6,789 persons from this area studying or teaching in the United States. This total represents 13% of all foreign citizens in this country for educational purposes. This group included foreign students, physicians, lecturers, researchers, and visiting professors. Foreign students studying at institutions in the United States were the largest group (5,611). More than three-fifths of all the Middle Eastern students (3,318) enrolled in the United States academic institutions were undergraduates. Egypt was the only country represented whose graduates outnumbered the undergraduates. The second largest group, numbering 1,104, were lecturers, researchers and visiting professors. The remaining 74 were physicians serving as interns or residents at hospitals in this country.

During 1956-57, there were 224 American students studying in this area and during 1957-58 there were 128 American faculty members in the Middle East.

Middle Eastern students in the United States obtained their support from various sources. Of the 4,555 students who reported their means of support, approximately 62% (2,831 students) were supporting themselves; 20% (897 students) were supported by private funds (mainly U.S. university scholarships); 13% (602 students) were sponsored financially by their own governments; and about 6% (225 students) received aid from the United States Government.

Iran, Lebanon, Syria and Jordan were the countries with the highest percentage of self-supporting students in the U.S.: 80% of the Iranians, 75% of the Lebanese, 72% of the Syrians, and 70% of the Jordanian students. Approximately one-third to one-half of the students from each of the remaining countries financed their own education, with the exception of Kuwait (about 2%), Yemen (no self-support) and Libya (13%).

Every foreign government, with the exception of Libya and Morocco, financially sponsored some of the students surveyed. The actual number of students sponsored by the foreign governments varied from 175 (Iraq) and 129 (Iran) to 1 (Tunisia).

Generally, students from the more educationally advanced countries were able to secure more funds from private sources, including educational institutions. Thus, some 197 Israelis, 158 Turkish students, 129 Jordanians, 112 Iranians secured such assistance as compared to 1 student from Saudi Arabia and none from Yemen.

Although the 1958-59 surveys have not yet been completed, it is interesting to note from data on hand that countries such as Yemen, Morocco, and Tunisia, formerly receiving little or no United States Government aid, have been granted increased United States Government scholarship aid.

Questions for Consideration:

1. What assistance might be given to undergraduate institutions in this area in order to increase the number of qualified applicants for graduate scholarships in the United States?

2. To what extent, if any, are privately sponsored and administered exchange programs between the United States and this area preferable to government sponsored programs?

3. How can exchange programs encourage or give support to movements toward regional cooperation in this area?

4. What patterns of international educational exchange can be developed to insure productive use of new knowledge and new skills upon return home?

5. What forms of assistance might be undertaken to strengthen the primary and secondary school systems in this area?

6. Would a newly-established republic derive more benefit from grants designated for a single technical field of study related to a developmental program within the country or from grants to support a variety of specialists at the graduate level?

7. What changes, if any, in the types of exchange programs are desirable in view of the rising national sentiment and national power of the area?

8. What type of programs could be developed to encourage more Americans to study in the Middle East and North Africa?

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Area Workshops

Meeting National Needs
Through International Exchange

Workshop #II - 6: Northeast Asia

Background Statement: Educational Exchanges between Northeast Asia and the United States began shortly after the middle of the 19th century, achieving real significance prior to World War I. Large numbers of Northeast Asian students came to the United States for university studies. The exchange between the United States and China was of special importance and close educational ties were established between the two countries. In addition to the large numbers of Chinese coming to the United States for study, hundreds of American teachers went to China and many American-supported academic institutions were established. Essentially the same pattern of exchange continued until the outbreak of World War II.

A new face in international educational exchange began after World War II. Thousands of Northeast Asian students came to this country for further study. In the post World War years, steady advances have been made in the standards of selection, orientation, hospitality, and in the understanding of the foreign student as a person on American campuses. At the same time, however, a changing world situation--particularly in Northeast Asia--has vastly increased problems.

Among the major problems are the inbalance in the number of Northeast Asian students coming to the United States as against the very small number of Americans studying in the Far East; the very great problems of the returned Northeast Asian students; and the financial difficulties faced by many of these students in the United States.

On the basis of the statistics in IIE's publication, OPEN DOORS, a significant aspect of Northeast Asia-United States educational exchanges is evident. A number of students and other exchangees is predominantly from that area to this country. For example, in 1957-8, there were 2,017 Japanese students in the United States and only 112 American students reported in Japan; 2,404 Korean and 69 Ryukyun students were here, and no United States students were reported in these two areas.

An increasing number of reports from Japan, Korea, and Taiwan raises serious questions about the advisability of continuing the present patterns of educational exchanges with those countries. Encouraging young people from those countries to study in the United States may not, in the long run, be an undisputed benefit either to the individuals involved or to their home countries.

Published reports indicate that between sixty and seventy percent of college graduates in Japan and Korea are unable to obtain employment. The Korean Ministry of Education reports further that, of the 4,300 students who have gone abroad to

study since 1948, only 460 have returned. Fewer than two-thirds of these found jobs and many are doing work unrelated to their studies. The China Institute reported in 1957 that only 170 Chinese students returned to Taiwan in the preceding year. Repeated reports from Northeast Asia, and from other areas as well, emphasize a mounting concern with the serious problems raised by the existence of an educated and jobless elite, disaffected, restless, and deeply frustrated.

The problems of how to keep educated persons in touch with their own people and how to put their skills to use are the concern of the countries of Northeast Asia. If international educational exchange adds to the numbers of unemployed intellectuals, its continuation in its present form may be questioned.

A further problem arises with regard to the financial straits in which many students and research scholars coming to the United States find themselves. Stringent exchange control regulations on the part of the home governments, loose financial agreements between the visitor and his American sponsor, and unforeseen rises in tuition and living costs in this country create real hardship. The burden of the individual can negate the benefits of his study in the United States and place considerable strain on American educational institutions and voluntary agencies.

Questions for Consideration:

1. How might Asian students be encouraged to receive training in fields where opportunities for employment exist in their own countries?

2. Does study in United States academic institutions provide training which is appropriate to needs and conditions in the countries of Northeast Asia? What is the effect of a student's non-academic experiences on his adjustment on his return home?

3. Should our policy be to encourage Asian students to return to their home countries after a suitable period of study in the United States? If so, how might government, private agencies, and universities in the United States and these countries undertake cooperative measures to encourage their return home?

4. To what extent is the problem of the unemployed returnee one of the inability of under-developed economies to absorb highly trained individuals? How might changes in exchange program policies contribute to a solution of this problem?

5. Should passport and visa regulations be tightened to ensure that persons coming to the United States are more adequately sponsored? How can such persons be better forewarned of the high living costs and the legal and practical limitations on obtaining jobs in the United States?

6. What steps are needed to encourage American students to study in Asia? What new programs can be developed for the American student in Asia?

11/12/58

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Area Workshops

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Workshop #II - 7: South and Southeast Asia

Background Statement: The countries included within the scope of this discussion are Pakistan, India, Ceylon, Nepal, Burma, Thailand, Cambodia, Laos, Vietnam, Malaya, Singapore, Indonesia, and the Philippines. Most of these countries were former colonial possessions and may be termed "newly-developing states," but they differ markedly in the stage of economic and political development which they have reached. One factor common to all of them is the desire to direct their educational systems and the education of their young people to the needs of their national and economic development. In almost every one of these countries, the system of higher education is being organized or reorganized to place the emphasis upon (1) the training of teacher-trainers and (2) scientific and technological training. In the use of their educated people, however, the countries of South and Southeast Asia vary from the extreme of relatively full employment of the educated population, as in Indonesia, to the problem of masses of educated unemployed, as in India.

The area has three major problems in education:

1. The immediate problem of training technical and scientific personnel and public administrators;

2. The long-range goal of mass general education in political, economic, philosophical, and cultural concepts as the basis for the "way of life" toward which they are struggling; and

3. Full and productive employment of the educated, now and in the future.

In 1957-58, according to IIE surveys, a total of 6,901 students from South and Southeast Asia were studying in the United States, ranging from Laos' 9 to India's 2,585. Of this group, approximately half began their study here in that year and half had been studying here one or more years. Thirteen per cent of these students received full or partial aid from the United States Government under various exchange programs. Through the international Educational Exchange Program, approximately 255 grants are available each year for students from South and Southeast Asia to come to this country to study. These are generally unrestricted as to field of study. About 6-1/2 per cent of the students from this area received aid from a foreign government, presumably their own. Three-fourths of these students were from Burma (137) and Thailand (192). In addition, 1,384 medical interns and residents (1,128 from the Philippines) and 192 faculty members from this area were in the United States. U.S. faculty members who went to this area in 1957-58 are reported to have numbered 325.

Certain countries, such as Indonesia and Burma, exercise strict control over the numbers of students going abroad to study and their fields of study. These governments consider the scholarships offered by foreign governments and by private organizations as awards to the government, not the individual student. In return, some governments, such as the Indonesian, require a student to sign a bond committing himself to working for his government after his return for a number of years at least equal to the number that he studied abroad thus assuring a student of employment at the conclusion of his studies. On the other hand, 44.2 per cent of the Indian students here in 1957-58 stated in IIE's census questionnaires that they would be interested in employment with the overseas branch of an American corporation, implying that they had no employment commitments upon return.

South and Southeast Asian countries, excluding Burma, Malaya, and Singapore, sent a total of 1,357 trainees to the U.S. in the fiscal year of 1958 under the International Cooperation Administration Program, ranging from 4 from Laos to 311 from Indonesia. An additional 658 trainees were sent to countries other than their own in Asia, the Near East, and Europe. The study and training of these grantees was closely related to the needs of their governments and to their previous employment, and to the jobs awaiting them upon their return.

ICA and some private organizations, such as the Ford Foundation, include in their programs support for concentrated, coordinated projects that involve three phases: (a) the sending of foreign program supervisors, government bureau heads, or university faculty chairmen to the United States to observe developments in their field in order to use personnel trained in the United States to best advantage and to work with American personnel sent to the area; (b) the employment of American teacher trainers or technical advisors to work abroad; and (c) grants to selected personnel and students to come to the United States for advanced training.

How can the educational problems of this area best be solved? In the view of the Deputy Director of the National Planning Bureau of the Government of Indonesia, effective technical training is a keystone to economic development and the United States is contributing to this training by making available to foreign students impressively high levels of technical knowledge and a democratic system of education. He said that the number of Indonesian students in the United States should be increased to provide the administrative and technical skills needed to develop industry, mining, agriculture, transportation, power, and education in his country. Business and administrative training, he pointed out, is an essential counterpart of technical skills. His government, he added, would also like to see more technicians, professors, and economists brought to his country to conduct special training programs and to build up their universities.

Questions for Consideration:

1. How can private and governmental organizations here and abroad cooperate in assessing the educational needs of the countries in this area?

2. Should grants under United States Government programs be restricted to the fields of study most needed by the countries of this area? Should such restrictions be specified by the United States or by foreign governments?

3. How can unsponsored exchangees who come to the United States be encouraged to pursue training which will be directed toward their countries' needs as well as their own aims?

4. What measures might private and governmental organizations here and abroad undertake to assist the foreign exchangee in finding employment on his return home?

5. Are the educational needs of the countries of this area better served by bringing students and trainees here for extended study, by bringing specialists and teachers to the United States for specific study projects, or by sending American teachers and specialists abroad?

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N.Y., LEhigh 5-3400. Cable Address: INTERED

January 30, 1959
Friday, 2 p.m. - 5:30 p.m.

Area Workshops

Meeting National Needs
Through International Exchange

Workshop #II - 8: Australia, Canada, New Zealand and United Kingdom

Background Statement: A substantial number of persons travel for educational purposes between the United States and the United Kingdom, Australia and New Zealand. International exchanges in academic, scientific, technological and artistic fields have flourished since World War II under the auspices of all the governments concerned, various non-governmental agencies and, of course, the universities of these countries.

Students and scholars on nearly all levels participate in academic exchanges, but the majority of exchangees are graduate students who have not yet received their doctorates. In contrast to exchanges with European countries, there is no formal exchange of university undergraduates. It would undoubtedly be possible to secure scholarships in America for undergraduates from Britain, Australia and New Zealand, but students from these countries seem to prefer to complete their undergraduate training at home before undertaking study abroad. By the same token, educators in these countries prefer that Americans come to them on the graduate level.

Another unique aspect of this exchange is that the majority of British, Australian and New Zealand students below the Ph.D. level are able to make their own arrangements for placement in American universities. This is made possible by the fact of a common language and the fact that British students appear to be remarkably well-informed on the offerings of American universities. The same cannot be said of American students, many of whom seem unaware that the United Kingdom has more than four universities.

There are, however, a number of excellent and highly selective programs under private sponsors and inter-university exchanges, in which the individual student is carefully matched to the individual university. Academic exchanges are usually for one year, in some cases two.

There is an increasing interest in programs designed to provide shorter periods of travel and study for people in special fields. Members of trade unions, for example, in a visit of three months' duration can observe and absorb a great deal. The same is true for others in such varied fields as diplomacy, politics, government, administration, communications, science and the arts.

Questions for Consideration:

1. By what means might the opportunities for study in Australia and New Zealand be made more attractive to American students?

2. By what means might American students be informed of study opportunities at British universities other than Oxford and Cambridge?

3. What are the relative merits of graduate and undergraduate exchanges between the United States and these countries?

4. What problems of adjustment are caused by differences between the systems of secondary education in these four countries?

5. Should any expansion of student exchange programs between the United States and these countries be planned, or should future exchanges emphasize short-term programs for leaders, teachers, specialists and technicians?

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THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

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January 29, 1959
Thursday, 2 p.m. - 5:30 p.m.

Field of Interest Workshops

Resources for World Progress - Developing Skills and knowledge Through Educational Exchange

Workshop #I - 1: Agricultural Sciences

Background Statement: Foreign agricultural students at educational institutions in this country during the 1957-58 academic year constituted about 3½ per cent of the total number of foreign students in the United States. They were almost equally divided between graduate and undergraduate students. The largest numbers came from Latin America and the Far East. The United States has a total of some 71 institutions offering agricultural training programs and it is reported that they are in a better position than most academic institutions to take increased numbers of foreign students. The agricultural needs of many foreign countries are great, yet the number of students studying agricultural sciences in U. S. colleges is small in comparison with other fields.

The largest number of incoming non-academic visitors under government and related programs, nearly 1,000 during 1957-58, continue to come through the International Cooperation Administration. These exchangees in the field of agriculture constitute about 18 per cent of the total number of visitors on ICA programs. The largest number of ICA agricultural participants continue to come from Japan, Yugoslavia, Brazil, Chile, The Philippines, Turkey, Spain, Korea and India.

A large number of foreign agricultural exchangees come under the International Educational Exchange Service. These grantees are financed under the Smith-Mundt and Fulbright Acts, the Agricultural Trade Development and Assistance Act, and the Finnish Educational Exchange Act. Agencies affiliated with the United Nations such as the Food and Agricultural Organization, International Labor Organization and Unesco, send agricultural specialists to the United States as well as to other countries.

Non-government exchanges include self-financed individuals and those financed by commercial firms and such foundations as Rockefeller, Carnegie and Ford. American farm organizations such as the American Farm Bureau Federation, National Grange and the National Farmers Union all participate in varying degrees in a number of programs of farm youth exchange, including on-the-farm training programs as well as the student and educational exchange programs. The most active of these programs is sponsored by the National 4-H Club Foundation and is called The International Farm Youth Exchange, a visitation program. During the past year about 300 young people participated in this two-way exchange.

Questions for Consideration:

1. What are the relative advantages and disadvantages, in meeting the urgent needs of countries undergoing development for increased food production, of:

   a. bringing students to the United States for extended training;

   b. bringing agricultural specialists and teachers to the United States for specific study projects;

   c. sending American agricultural specialists abroad?

2. How can the foreign student of agriculture in the United States be helped to relate his American training to the situation and the specific problems in his home country?

3. Should a long-range goal be the expansion of facilities abroad for the training of students in agricultural science?

4. What measures might be taken to insure that specialists sent abroad to provide agricultural assistance will receive adequate training on how to teach people in another culture, and will be sensitive to the customs and desires of the people of the country in which they are working?

5. How important is the area of Agricultural Science as compared to other career opportunities in the field of agriculture.

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Field of Interest Workshops

Resources for World Progress - Developing Skills and knowledge Through Educational Exchange

Workshop #I - 2: Arts: Creative

Background Statement: Through the centuries artists have needed to be sponsored or subsidized. Historically, this was done by rich patrons and princes. In the United States of the 19th Century, an expanding economy created large fortunes which stimulated interest in the creative arts and in the building of private collections. With the growing facility of travel and the American's natural interest in souvenirs as well as the interest in the building up of systematic collections, an extraordinary flow of artistic works from the Old World came to our shores. The leading collectors at that time included commercial, industrial and financial leaders who were prominent in the social and cultural life of Chicago, New York and Boston. Dealers and agents played a decisive role in the formation of great collections.

At that time the American artist was helped through honors given to him at important national exhibitions by juries of distinguished, well-known fellow artists. Certain galleries subsidized these artists with foreign travel and acted as agents for them, recovering the advances from the sales of their works. During these years, even artists without great reputations received high prices for their paintings. Foreign artists coming here to accept portrait commissions were quite numerous.

Although individuals in the 20th century are no longer able to patronize the artist to the extent possible earlier, society feels itself responsible for the support and sponsorship of artists. Towards the turn of the century foundations and art institutions were founded to promote American art and take the lead in the exchange of persons. The Tiffany Foundation, founded in 1918, makes annual awards and the Guggenheim foundation in 1925 established fellowships in the arts. Through such agencies as the W.P.A., the United States Government also helped artists by giving them commissions. During the past ten years the U. S. Government through the Fulbright program has given large scale support to creative artists both foreign and American. For many decades, the American Academy in Rome has aided creative artists from the United States. Under IIE-administered exchange programs, during the 1958-59 academic year, there are twenty foreign students in this country studying in the fields of architecture (12), music (2), painting (1), and industrial arts (5). There are eighty-six IIE-related American students abroad this year studying architecture (26), music composition (9), painting (29), sculpture (4), and industrial arts (18). Most of the above are studying on Fulbright awards.

In the past, the American artist turned to Europe for inspiration and training and even today he goes there for inspiration when the opportunity is afforded. However, America has now come of age intellectually, scientifically and artistically, so that it now offers as much as it receives. The American artist attuned to the high speed of a mechanized world is equipped to grasp, express and translate the intangible rhythms of our century.

Since Foreign language competence is not a formidable barrier to the creative artist, the exchange of creative artists would seem to be one of the most effective media for the growth of understanding between peoples and cultures. Through their works and personal relations, the American artists who go abroad create respect and admiration for the American contributions in this field and for American culture in general. American composers and sculptors share the interest of painters in international experience and have long benefitted from scholarship programs.

In order to understand himself and his time, the American artist should be exposed to old traditions, philosophies, and skills which emerged after centuries of man's strivings. Only against the background of the past can a modern American artist reconfirm his own credo.

Exposing the foreign artist to our American, non-traditional way of life, with its intensity and variation, its originality, its abstract conception in the arts, is highly desirable in the creation of mutually rewarding and stimulating cultural ties.

Questions for Consideration

1. Are available opportunities for international study in the creative arts sufficiently publicized here and abroad? How might information about such exchanges be more widely circulated? What can be done to attract the best qualified Foreign and American art students?

2. Would exchanges in the field of architecture be helped by the preparation of a list of architectural firms here and abroad willing to employ or train foreign architects?

3. Would exchanges in the field of the industrial arts be helped by the preparation of a list indicating the best opportunities for the observation of skills and methods, here and abroad?

4. Would sculptors and painters be helped by the preparation of a list of master-teachers, here and abroad, who would be willing to criticise their work?

5. Would short-term exchange assignments better serve the needs of practitioners in the creative arts than one-year grants?

6. What are the comparative advantages of work and study experiences during an exchange assignment?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I-3: Arts: Performing

Background Statement: Until recently, there has been a relative lack of knowledge and acceptance of American cultural achievements abroad. The United States has long been an importer of European music, dance and theatre, but it is only since World War II that American works have been performed to any extent in Europe. There is still a general lack of appreciation abroad of music composed by Americans.

Traditionally, young American performing artists have considered training and experience in Europe as a necessary step in the pursuit of their careers. On the other hand, although many foreign artists now perform successfully in the U. S., few artists from abroad have sought to study in the United States.

However, the quality of instruction and technical training in this country in the fields of the dance, drama and music has now developed to the point where foreigners wish to study here. Between the two wars there was a substantial exodus of outstanding musicians from Europe to the United States. Many remained to perform and teach, creating virtual international arts centers in our major cities. Simultaneously, there has been a phenomenal rise in musical standards. The United States is now a source of some of the world's best training in music,particularly in brass, woodwinds and string instruments. The quality of teaching is excellent, as teachers are often performers and are apt to be more up-to-date than their European counterparts. Furthermore, fine experience is afforded to performing arts students in colleges and university schools of music, drama and dance. The development of community orchestras and theatres throughout the U. S. can serve as excellent laboratories and platforms for both U.S. and foreign performing artists.

Private exchange programs continue to be few and limited in scope. The 1958 IIE Directory of International Scholarships in the Arts lists only 23 agencies which award scholarships specifically for study in music, 3 in dance, and 3 in drama. Fewer than 500 annual awards are specified for study in the arts. Only 89 scholarships restricted to music, 6 to theatre arts, and 9 to dance are open to foreign nationals wishing to study in this country, and most of these do not provide full stipends covering all expenses involved in coming here. The International Arts Programs of IIE in 1949, 1950 and 1952, financed by the Ford and Rockefeller Foundations, were the only substantial programs bringing groups of artists to this country.

Since World War II, there have been significant developments in Government support of exchange of persons activity and in the internationalization of the arts. The major development in educational exchange was the passage of Public Law 584, the Fulbright Act, in 1946. Through 1956, 2,240 grants were awarded in the creative and performing arts to foreign and United States citizens. Of these, 942 were in music, over 800 grants going to Americans, and 221 in drama. The internationalization of the arts has been furthered by the establishment of the International Exchange Program of ANTA, which has assisted approximately 2,000 artists, the International Theatre Institute and the International Music Council (UNESCO), and USIA music libraries and concerts abroad.

Government-supported and privately-sponsored exchanges of distinguished artists and musical, theatre and dance groups have increased international appreciation for the artistic accomplishments of other countries.

Questions for Consideration:

1. What are the purposes of exchange of students as distinguished from the exchange of established artists in the performing arts? Are these purposes fulfilled by existing programs? If not, how might existing programs be revised?

2. Would it be advisable to encourage the establishment of additional exchange programs? If so, should the emphasis be on undergraduates, graduates, young professionals, artists-in-residence, or participants in international music competitions?

3. What are the responsibilities of the professional organizations in regard to exchanges in the performing arts? How might they be encouraged to expand their participation?

4. How can additional financial support be obtained to expand these exchange programs?

5. To what extent is the coordination of exchanges in the performing arts possible and desirable?

6. Should young U.S. performing artists be encouraged to participate in international competitions? How?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 4: Business and Industry

Background Statement: Business and industry are not strangers to exchange of persons programs for the development and sharing of technical skills and management techniques. Training of foreign personnel and Americans engaged in international operations through exchange has been a necessary and natural development as private corporations have expanded into new areas and markets abroad. A pre-requisite to the profitable employment of capital is the development of human resources. In international corporate affairs, educational exchange is one of the most potent forces not only in developing managerial talent and skilled, effective employees but also in promoting a favorable climate for industry and commercial enterprise in the broad setting of the needs, aspirations and educational requirements of the host country.

Over 60 years ago General Electric brought to the United States the first foreign student under its engineering training program. Since that time hundreds have been provided similar opportunities by GE for training and study in addition to the exchange of personnel for in-plant experience and observation. Almost every American company with international operations has participated, in varying degrees and with varying objectives, in exchange activities.

Allis-Chalmers, American Cyanamid, Aramco, Colgate Palmolive Peet, Creole Petroleum, E.I.Dupont, Eastman Kodak, Ford Motor, Gulf Oil, International Business Machines, International Harvester, IT&T., National Cash Register, Joseph E. Seagram, Shell Oil, Socony-Mobil, are but a few of the corporations which offer on-the-job training programs and, in some cases, provide scholarship assistance for exchange students.

The majority of these programs favor short-term technical training for the development of immediate skills, especially in the less developed countries where a dearth of technicians and professional business managers exists. Frequently, the relatively few scholarships and fellowships for advanced academic work are restricted to overseas personnel of the sponsoring company or to employees of distributors or affiliated organizations. Several post-doctoral fellowships in the natural sciences and for medical and scientific research are sponsored by United States firms, but there is only a small number designed to provide such opportunities for academic pursuits outside the immediate areas of interest to the corporation.

A comprehensive listing of these business supported and administered exchange of persons activities does not exist, but the number of firms which, in one way or another, are thus participating is so large one must conclude that this has been one of the important ways in which technical skills and knowledge are transferred between the U.S. and many countries of the free world.

In addition to these activities, American business has through voluntary association with a host of other organizations, including international management associations, Chambers of Commerce, foreign trade Councils and others, supported and directly participated in exchange projects. Productivity and consultant teams, manned by executives loaned by their corporations and through the programs of such private agencies as the Council for International Progress in Management, have spent extended periods abroad instructing, guiding, observing and learning. Business and industry have been host to thousands of foreign visitors sponsored both by Government and private agencies. Several dozen firms participate in the International Association for the Exchange of Students for Technical Experience (IAESTE) providing summer employment for foreign engineering students. The steel industry, in cooperation with the United States and Indian Governments, private universities and foundations is providing a year's training for 200 Indian engineers. The International Farm Youth Exchange, which receives support from a large number of corporations, provides exchange scholarships and training opportunities in agriculture both for Americans and young foreigners. Business firms support the Eisenhower Exchange Fellowships and other private organizations, including the Institute of International Education, the International Road Federation, the Experiment in International Living and others, in carrying out educational exchange activities.

Questions for Consideration:

1. What are the objectives of business and industry in exchange programs?

2. In what ways have business and industry exchanges been most effective in realizing their objectives? In what ways have they been inadequate or of questionable value?

3. What kinds of programs does business feel most needed and worthy of its support?

4. How can business and industry maximize benefits from exchange programs?

5. What are the major obstacles in corporate administrative affairs in securing approval and authorization for expanded exchange activities?

6. How can both private and public agencies in the educational field be of greater service to business and industry in meeting its particular needs?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 5: Educators and Administrators: Higher Education

Background Statement: The exchange of scholars plays an essential part in the total picture of international exchange. The Institute of International Education's surveys reveal that of a total of 66,863 persons who were reported as participants in international exchange between the United States and foreign countries last year, 1,342 were foreign lecturers, professors, and researchers. They served on the faculties of 223 United States colleges and universities and came from 71 nations. In the same year, 1,689 United States faculty members were engaged in teaching or research at the university level abroad. Of these, 862 were in Europe, 176 in Latin America, 153 in the Middle East, 368 in the Far East, 46 in Africa and 41 in Oceania.

Since the administrative structure of higher education in the United States is unlike that of most other countries of the world, the opportunities for effective exchange of Presidents, Academic Deans, Personnel Officers, Registrars, and Controllers have been limited. Most United States administrators have gone abroad as consultants on specific university development projects or have visited a number of foreign institutions for short stays. In the United States, foreign administrators have either visited a number of different institutions, participated in study programs, or attended national meetings of academic officers.

Many professors place themselves in foreign institutions, others participate in inter-university exchanges and a large number go under the auspices of a variety of governmental and private exchange programs. In addition to the foundation programs for advanced research work, such as those of Carnegie, Ford, and Rockefeller, numberous smaller programs for the same purpose exist, among them those of the United Board for Christian Higher Education in Asia, the John Hay Whitney Foundation, and the Lalor Foundation. The largest programs for the exchange of professors are the Fulbright Program and the institutional contract projects sponsored by the International Cooperation Administration.

The exchange of professors has already made its distinctive mark. American educators have helped to introduce new fields of learning in educational institutions abroad. In most instances, courses initiated by American lecturers have since been carried on by national scholars. American study courses, now permanently established at many foreign universities, are just one example. Not only have foreign scholars contributed to the fund of

knowledge in their specialty, but they have contributed widely to a greater awareness of their countries' pursuits among American students and professors. They have returned home with new ideas and special knowledge which contribute to their academic standing.

Many problems, however, must be dealt with in order to make professorial exchange a greater success. There are problems of selection, recruitment and adjustment which exist for the individual, the sponsoring organization and the host institution.

The American scholar abroad sometimes encounters inadequate pay, the absence of many of the accustomed comforts for him and for his family, and possibly, the loss of academic preferment while abroad. He may have insufficient knowledge of the area to which he is sent and may have underestimated the language handicap. A short term appointment may reduce his impact - a disappointment to the host institution as well as to the teacher himself. His home institution, in the meantime, may not have been able to replace him with a teacher of equal academic qualifications and experience.

The problems facing the scholar visiting the United States are of a different nature. While for him too the language barrier is a serious one, he may also be puzzled by the lack of uniformity in our educational system, the different concept governing faculty-student relationships, and differences in teaching techniques. The combination of research and classroom instruction may be a new one for him. If he adapts himself to it too readily, he may on his return find his home conditions stifling, particularly if there is no opportunity for him to apply his newly acquired skills.

Another type of international experience for scholars is participation in international conferences of persons with similar academic or professional interests. Although financial assistance to enable teachers to attend conferences abroad is at present limited, such meetings, which require only brief absences from teaching or administrative duties, provide valuable opportunities for the international sharing of knowledge and skills and for the cross-fertilization of ideas which is so vital to scholarly achievement. The recent visits to the United States of the Vice Chancellors and other officers of the Universities of the British Commonwealth indicate that both the visitors and United States administrators gain from such contacts.

Questions for Consideration:

1. In the selection of scholar exchangees, what are the relative advantages of making appointments by invitation and on a competitive basis?

2. To what extent is the language barrier a factor in limiting exchanges of scholars?

3. How can exchange teaching assignments be made effective in spite of the great national differences in educational philosophy and practice?

4. How can the activities of visiting scholars be planned to provide maximum benefit both to the exchangee and the host institution?

5. What might be done to encourage the attendance of foreign and United States scholars at international conferences?

6. In what fields and with what particular countries should exchange arrangements especially be advanced at this time?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 6: Educators and Administrators: Secondary Education

Background Statement: One effect of the Sputnik age has been to focus public attention on the relative merits of American elementary and secondary education as compared to school systems in other countries. This re-examination of educational principles and practices has been carried on in an atmosphere of emergency from the highest national levels down to the neighborhood PTA and faculty meeting. Criticism of education at home has intensified the desire of American teachers and administrators to see for themselves the content and methods of foreign education and to welcome to our schools foreign teachers and administrators.

While there have been for many years important government and private programs for the international exchange of teachers and administrators, there is no systematic periodical survey of these exchanges such as the annual Census of Foreign Students at the college and university level and the yearly polls of university faculty exchange carried out by the IIE. Similarly, there have been few evaluative research studies in the field of teacher exchange as compared with those for college students and specialists.

It has been generally recognized, however, that, as a group, teachers and administrators are in an excellent position to apply the fruits of their foreign exchange experience and that the impact of each teacher's period of foreign observation, study or exchange teaching is immediately communicated to a large group of colleagues and students. For the individual exchangee, the benefits are many and obvious: a) professional growth from contact with other teacher-training methods and classroom techniques: b) increased knowledge of curriculum content and its uses; c) increased resourcefulness and skill in human relationships derived from living and working in a foreign environment; d) a new perspective and appreciation of American education, its weaknesses and strengths.

By far the most important program for exchange of school personnel between the United States and other countries is operated under the provisions of the Fulbright Act and other similar legislation by the Department of State and the U.S. Office of Education of the Department of Health Education and Welfare. In the 1957 fiscal year, 874 teachers and administrators were exchanged under the State Department programs between the United States and more than 30 other countries. Of these, 343 were United States citizens and 531 were foreign nationals. In the 10-year span 1948-58, more than 5000 teachers were exchanged under these auspices, of whom 1814 were U.S. citizens and 3188 were foreign exchangees. Another important United States Government program is operated by the International Cooperation Administration.

This program is principally of benefit to the countries of Asia, Africa and Latin America and involves the sending of U.S. teacher-trainers and specialists abroad, and training in the United States for foreign teachers and administrators in elementary, secondary, vocational and technical education. 759 foreign participants are reported to have come to the United States under ICA programs in 1957-58. The presence of thousands of Americans serving overseas in the U.S. Army, Navy and Air Force has led to the establishment of schools and the recruitment of American teachers for the education of children of American families stationed abroad.

Foremost among private programs providing advice, assistance and personnel to schools in Latin America is the Inter-American Schools Service of the American Council of Education. The IASS also administers federal funds for grants-in-aid to Latin American schools and is the recruiting and screening agency for administrators and teachers for positions in American-sponsored schools in Latin America. Some 300 schools are related to the IASS. The Near East College Association recruits staff for the schools sponsored by the Association in Greece, Trukey and Lebanon where some several thousand students receive an American-type education adapted to local needs and circumstances. The International Schools Foundation promotes support of American schools in Switzerland, Italy, Belgium, France, Holland and Indonesia. The English-Speaking Union, the Asia Foundation, the National Council on Asian Affairs, the Ford Foundation and the Institute of International Education all operate programs for the exchange of teachers and administrators at the pre-university level. Many other international and national agencies offer awards for study and training which are also open to teachers and administrators.

Questions for Consideration:

1. What needs of educators and administrators at the pre-university level can be met through international exchanges?

2. What are the relative merits of the following types of exchange programs:

   a) direct school-to-school teacher exchange?
   b) study and research in teacher-training institutions and universities abroad?
   c) observation of foreign administrative and classroom practices?

3. To what extent is the language barrier a factor in limiting exchanges for teachers and administrators?

4. How can exchange teaching assignments be made effective in spite of the great national differences in educational philosophy and practice?

5. How can the activities of visiting foreign teachers and administrators be planned to provide maximum benefit both to the exchangee and the host school?

6. What are the practical possibilities of administrators exchanging their full time responsibilities for periods as long as a year? Is this type of experience feasible only for teachers?

7. What research is needed to evaluate programs for the exchange of teachers and school administrators?

8. Should the United States be more of an exporter or an importer in the field of school teaching and administration?

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400. Cable Address: INTERED

January 29, 1959
Thursday, 2 p.m. - 5:30 p.m.

Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 7: Labor

Background Statement: Since the end of World War II, the American trade movement has assumed mounting international responsibilities. United States labor representatives have visited, and been stationed in, the most politically sensitive and strategic areas of the world. The initiative of American trade unions helped to create and develop the International Confederation of Free Trade Unions. Some international unions such as the United Automobile Workers, the International Association of Machinists, and the United Steel Workers of America, maintain their own foreign relations departments to carry out and supervise international activities, and the AFL-CIO has a Department of International Affairs. On the government level, labor has cooperated and has participated officially in foreign aid and exchange programs.

The exchange of labor representatives and workers has been a less accepted part of the educational exchange movement, but there has been a growing interest in labor educational exchange and recognition of its potential value. Many groups - government, and private bodies, including trade unions - have taken part in this activity.

The definition of "labor exchange" is not entirely clear, but it does mean travel abroad for study, whether the exchangee is stationed at a university or is out in the field. Labor exchange has been variously described as including the exchange of workers, trade union representatives, persons in social welfare agencies dealing with workers, representatives of government ministries dealing with labor, and intellectual and professional workers.

There are relatively few scholarships set up especially for trade union use that make it possible for American workers to go abroad or are available to trade unionists who wish to come to the United States from other countries. Most important among the scholarships for American trade unionists, labor leaders, and specialists in workers education are the Fulbright scholarships. Recipients of awards under this program can study in the United Kingdom, France, Germany, Italy, Denmark and Norway. "The Report of the Operations of the Department of State" (Under Public Law 584) for 1957 reports 3 American Fulbright grantees in the field of labor and 7 in adult and workers education.

The American-Scandianavian Foundation sponsors a trainee program for ten to fifty young American workers in Denmark, Iceland, Norway, or Sweden. A limited number of Workers Travel Grants for trade unionists to go to the United Kingdom for approximately one month are awarded by the English Speaking Union. In addition, a number of unions send their own representatives abroad either on tours or special missions.

American trade unionists and those in the trade union education field are, of course, eligible for many scholarships which have not been planned especially for labor, but for these they must compete with others in competitions where scholarly background is traditionally the chief basis for selection.

The largest number of opportunities for trade unionists to come to this country is under United States Government auspices. These include Department of State International Educational Exchange Service and International Cooperation Administration programs. The total number of foreign visitors programmed by the Department of Labor through 1957, chiefly under these programs, is 4,291 from 81 countries. In addition, there were a number of labor visitors, chiefly from the European countries, programmed by the Foreign Operations Administration and predecessor agencies. Other types of sponsorship include Fellowships offered under the technical assistance programs of the United Nations and the International Labor Organization and UNESCO Travel Grants. There are a number of privately-sponsored programs, including those of the American Labor Education Service (ALES), the American-Scandinavian Foundation and the English Speaking Union. In some cases, private funds are used to supplement government funds to make it possible for visitors to participate in special activities within the United States. Colleges and universities, as well as unions, assist in many ways, especially in setting up programs for trade unionists who come here under government sponsorship. Workers have come through their own unions, and private bodies such as the ALES, have cooperated with certain foundations and committees in planning programs for trade unionists visiting this country for periods from a few weeks to three or four months.

Questions for Consideration:

1. What is the interest of American trade unions in educational exchange programs?

   (a) Have exchange activities played any part in American labor's program for achieving its foreign policy objectives?

   (b) What are these foreign policy objectives? Can labor exchange be effectively utilized to realize them?

2. What are the basic purposes of existing labor exchange programs?

   (a) Is the primary purpose political - to increase international understanding? to strengthen democratic institutions? to combat Communism?

(b) Or, are most labor exchange activities concerned with economic and social objectives such as the transference of skills, productivity, working conditions, social legislation and welfare?

(c) To what extent and in what way do American labor exchange objectives and programs differ as concerns the highly industrialized countries of Europe and the underdeveloped areas of Asia, Africa and Latin America?

3. Are the labor exchange programs now being administered the kind of programs most needed? Is there a need for more extensive labor exchange?

4. What are the most fruitful fields of study for American trade unionists abroad today? What is the most important area of study for the foreign trade unionist in the United States?

5. How can professionals, such as engineers and nurses, participate in labor exchange? How can participation in labor exchange programs be encouraged?

6. Are most of the exchange opportunities offered to American trade unionists too academically oriented? If so, what steps should be taken to provide more suitable programs?

7. What are some of the major problems encountered in programming for foreign trade unionists visiting this country?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 8: Law

Background Statement: Throughout the field of law two major problems seem to recur with amazing frequency: the foreign students' lack of English language facility and unfamiliarity with Anglo-American Common Law. The study and practice of law is dependent upon facility in language. The lawyer, more than any other professional man, deals with words and their interpretation. Moreover, American law students must successfully pass courses in which the case method, typified by the presentation and discussion of a particular problem in which the whole class participates is the major means of instruction. Students from abroad are often completely unprepared for such a form of instruction, which not only calls for quite an adjustment on the part of the lawyer trained in Civil Law countries, but renders even the most brilliant foreign lawyer helpless unless his English is escellent.

Differences between the legal systems prevalent in various countries are responsible for the second problem, that of the unfamiliarity of foreign students with Anglo-American Common Law. In general, only those students from the United Kingdom, Ireland, Australia, New Zealand and the Common Law provinces of Canada are familiar enough with the American legal system to transfer from their own universities to a regular American degree program with little or no effort. Students from India, Pakistan, Burma, Israel and the Philippines, whose legal systems are influenced by the English tradition, but are not entirely a part of it, encounter more difficulties. Students from Civil Law countries, such as those of Europe and Latin America, experience the greatest difficulties in legal study in the United States. In their training they have been taught to begin with a legal code from which they must deduce rules. Case law, which plays such an important part in the Anglo-American Common Law system has, in Civil Law countries, been relegated to a minor role. Added to the fact that most, if not all, of their previous instruction will have been conducted by lecture provides them with a very weak background for the study of a system which is also foreign to them.

In an attempt to solve some of these problems universities have instituted orientation courses for foreign law students which range in length from two or three weeks to a whole semester. Many universities also will accept foreign students only for a degree in comparative law and not in one of their regular legal programs. The orientation courses and the special programs have helped to some extent. Although course grades after orientation are on an average of C+, the number of failures has been cut considerably.

These attempts at solving the major problems of the foreign lawyer have created another. Students coming to this country for specialized training find that, required to enroll in a special program or spend the majority of their time in background courses, they are not able to pursue their objective. Students interested in insurance, tax, international, maritime, labor, patent, criminal, foreign trade, and constitutional law find that they are required to take many background courses or enroll in a prescribed curriculum in which only a few electives are allowed. Since most foreign law students are either practicing lawyers, teachers or government officials, they are able to spend only a limited time in this country and are trying to achieve their objectives quickly in order to return to their professions. The foreign law student is, therefore, looking not only for a year of study which will be of some general benefit to him, but one which also satisfies his primary objectives. The problems encountered in working with foreign leaders and specialists in the field of law are generally felt to be the same as those of students. Perhaps the most significant special consideration, however, would be the matter of the tact and diplomacy with which these people should be handled in light of the fact that some of their difficulties stem from basic inadequacies and academic deficiencies - matters which are more easily and directly approached with young unestablished students.

Questions for Consideration:

1. During the summer of 1958 an orientation center was established for foreign students in the field of economics. Would such a center be of any benefit to students in the field of law?

2. What purposes would a student have in studying international law in a country other than his own? What of other specializations such as tax, insurance, constitutional and labor law?

3. Can foreign students be useful as assistants in the teaching of comparative law to American students?

4. Few Americans go abroad to study law. What purposes might be served by encouraging post-graduate legal studies abroad?

5. What steps can be taken to improve and increase cooperation between legal organizations in the United States and abroad?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 9: Mass Communications

Background Statement: The constantly expanding field of mass communications today exerts a significant - if not predominent - influence in contributing to the development of higher educational and cultural levels and the shaping of public opinion throughout the world.

Despite the recognition of the vital nature of mass communications in our complex modern world, exchange programs in the field are comparatively limited. The International Education Exchange Service brought 320 leaders, specialists and students to the United States in 1957 and sponsored the visits of 21 U.S. specialists abroad. Of this group, 243 were journalists and 58 were in radio and television, the remainder in other areas of mass media. U.S.I.A., I.C.A., N.A.T.O., and S.E.A.T.O. programs have provided for some further exchanges in the mass communications field, and there has been an additional limited number of scholarships and travel programs arranged by foundations, educational institutions and professional associations.

Some of these exchange programs have been carefully arranged to meet specific objectives either of orientation or technical training. Unfortunately, there are still complaints that too many programs consist of over-scheduled goodwill tours nurtured by a dubious hope that favorable political attitudes and technical capacity may be absorbed through hasty exposure.

A frequent problem in exchanges is the inability of mass comuunications experts to communicate individually because of the language barrier. Other problems in these exchanges, according to some hosts, are that the objectives of the program are often confused, the purposes of the visits are not defined beforehand, and inadequate information about the exchangee is provided prior to arrival.

Question for Consideration:

1. What should be the objectives of exchange in this field: development of favorable political attitudes; area orientation; professional skill?

2. Should exchanges be concentrated at the managerial or at the "working" level?

3. In view of the restrictions of time and money in exchange programs, should the short-term exchange visits be limited to one or two places or offices, or should the visits seek to be as all-encompassing - geographically and professionally - as possible?

4. In exchanges designed to improve technical knowledge, is it better to bring students to the experts or should the instructors be sent abroad?

5. What are some methods which might be used to determine the extent of the effectiveness of these programs?

6. In view of the prime role of mass communications in foreign policy, in which geographic areas and in which media should exchanges be concentrated? How can these exchanges best be programmed to achieve political goals?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 10: Medicine and Health

Background Statement: Exchange of health personnel between the United States and foreign countries takes place at the undergraduate, graduate and post-doctoral levels.

In 1957-58, there were 7,622 physicians from 90 foreign countries training as interns or residents in 821 U. S. hospitals, according to a count taken by IIE with the cooperation of the American Medical Association. Fully a fifth of these came from the Philippines, while three other countries - Turkey, Canada and Mexico - contributed at least 500 each, or another 20% of the total.

During the same period, 3,652 foreign graduate and undergraduate students in the medical sciences (345 in dentistry, 985 in medicine, 755 in nursing, 283 in pharmacy, 733 in pre-medicine, and 511 in other related fields) were studying in the United States according to a student census made by IIE. The largest concentration of these students came from the Far East and Latin America. Canada accounted for 17% of the total and about one of every twelve of the physicians were from the Philippines.

In 1955-56, 2,056 Americans were reported studying medicine abroad. These American medical students represented the largest field of interest group among the 9,887 students reported abroad that year. The majority of them (1,592) were in Europe. Five European countries and the two countries bordering the United States were reported to have over 100 American medical students enrolled at their educational institutions: Switzerland (669), Italy (319), Canada (293), the Netherlands (174), Mexico (121), and United Kingdom (120), and Belgium (108). Some reasons which have been advanced for the large numbers of Americans who go abroad for medical studies are the admissions practices of United States medical schools and the lower costs of medical education in countries abroad as compared to expenses in this country.

According to IIE's surveys, 289 foreign faculty members worked in the field of medicine in this country, and 107 United States faculty members in the field of medicine abroad, during 1957-58.

Other programs in these fields include the exchange of health personnel for observation, field experience and in-service training. For example, the American Nurses' Association reports that under its exchange visitor program in 1957, 456 nurses from 35 foreign countries were in the United States for work, study or observation; 40 United States nurses sought further professional experience in 10 foreign countries; and 117 observation programs were planned for nurse visitors to the United States.

On the international as on the local scene, there are many matters of professional and public importance in the fields of the health professions. Along with the increasing ability of more people in ever-larger numbers of countries to avail themselves of health services due either to public or private health insurance plans, there are the continuing problem of financing health education, the attendant controversy over public versus private support and the conflicting demands of research, health care and education. The persistent problem of the control of disease, the increasing emphasis on preventive medicine, and the growing imperative to educate more as well as new kinds of medical, dental and nursing personnel are closely related to the changing patterns of health care and new concepts of health education. Contrasting concepts of medical care can be seen in the nature and extent of services provided through the national health facilities of different countries.

In the international educational exchange of students and practitioners in the medical field, these matters are complicated by problems of communication during and after the exchange experience and by different educational techniques and medical problems here and abroad. One recently organized agency, The Educational Council for Foreign Medical Graduates, has been attempting to meet some of these problems in a number of ways, including the introduction of a qualifying examination that may significantly affect the number and over-all quality of foreign medical graduates coming to the United States for internship and residency training. In addition, after the ECFMG has accumulated data over several years as to the grades which are earned on the qualifying examination, a reliable comparison might then be made between the graduates of U.S. medical schools and those of foreign medical schools, since a good sample of both sets of graduates will be taking the same examination.

Questions for Consideration:

1. How may screening and selection, as well as orientation, be performed to insure that the participants in international study programs are able to benefit professionally from their experience?

2. How can the best educational experience be assured for the exchangee in the fields of medicine and health?

3. How can the international exchange of materials and publications be encouraged?

4. To what extent is special training needed to bridge different educational techniques and medical problems here and abroad?

5. Would the expansion of medical education facilities in this country and increased scholarship aid be preferable to a continuation of the present trend for large numbers of Americans to seek medical education abroad?

6. In what countries have important developments been made in special fields which might profitably be studied by American medical personnel at first hand?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 11: Philosophy and Theology

Background Statement: International contacts in philosophy and theology are greater in scope than might be inferred from the relatively small numbers of student and scholar exchangees specializing in these fields. In the broadest sense, all exchangees participate to some degree in international contacts in these fields, since every person has a set of concepts and values drawn from the religion to which he adheres or the philosophical concepts on which his own culture is based. Contacts between visitors and hosts of different or similar religious and philosophic backgrounds undoubtedly have effects on both parties to the exchange experience, even though neither may be professional philosophers or theologians, or even be aware that philosophy and theology enter into their relationships at all.

While the influences of contacts between persons of varying philosophical and religious backgrounds may be incidental by-products of exchanges in all fields, the exchange of persons whose particular field of training or professional activity is philosophy or theology may be more consciously and purposefully directed toward specific ends. For example, international exchanges in philosophy and theology may be directed toward strengthening the bonds among persons in different countries who share the same philosophy or religion, or they may be directed toward increasing contacts between persons in different countries who hold to different philosophies and religions.

Inter-religious ties were the subject of discussion at a recent Colloquium on Religious Faiths and World Ethics. According to a participant, most of those present concurred in the opinion that religions have "a basically common ethic, and that if it were lived up to it should lead to world brotherhood and peace."(1) The essential element of this common ethic was characterized as a "respect and concern for persons."(2) While the search for common ground may be one aspect of inter-religious exchanges, the diversity

(1) "One View of the Colloquium on Religious Faiths and World Ethics," Ralph W. Burhoe, American Academy of Arts and Science, Brookline, Massachusetts, August 1-2, 1958.
(2) Ibid.

of religious opinions must be recognized. Mahatma Gandhi is reported as having expressed the view that "the multiplicity of religious and philosophical opinions is not only a fact but ... it is also a blessing, because every metaphysical thought is only an imperfect interpretation of the world and of the transcendent which is beyond it."(3)

Exchanges in the field of philosophy may also be directed toward finding out what are the points of agreement and of disagreement among varying philosophical systems. According to Professor McKeon: "In the case of philosophy ... the exchange of persons and printed material is insufficient without scrutiny of the philosophic content and consequences of the exchange. The contacts of peoples and cultures do not necessarily lead to understanding and peace ... and the peculiar importance of exchanges in philosophy should consist precisely in the possibility of focusing attention on the underlying principles of differences and congruences. ... What is needed is not merely meetings and exchanges of professors and students but a basic reformulation of the relations of philosophies and of the philosophy of those relations."(4) A contemporary teacher, Professor Canguilhem, expresses the problem and a means of solution in these terms: "If then, the unity of philosophy and the philosophy of diversity are both rejected, what is left? What is left is a method, the method of Plato: discussion. When men meet, each rubs the rough corners off the other and reason is born. It is the universality of reason that philosophy must teach."(5)

Questions for Consideration:

1. If the various philosophies and theological systems claim universal validity, what are the bases for fruitful contacts between them? Is acceptance of some degree of cultural relativity a necessary prerequisite for inter-religious or inter-philosophy exchanges?

2. Should exchanges in philosophy and theology be directed toward increasing understanding of and respect for differences, or should the aim be to uncover and enlarge the areas of agreement?

3. What contribution to international understanding can be made by international exchanges of persons who share a common religious or philosophical outlook?

4. Do clergy and religious leaders who receive their professional training outsdie their home country find that they have become alien to their home country? Does study abroad strengthen a sense of belonging to an international fellowship of religious believers of the same faith?

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(3) "The Concept of Gradual Progress in Indian and Western Philosophy," Helmuth von Glasenapp, Humanism and Education in East and West, an International Round Table Discussion organized by Unesco, 1953.
(4) "The Teaching of Philosophy In a Big American University," Richard McKeon, The Teaching of Philosophy, Unesco, 1954.
(5) "The Significance of the Teaching of Philosophy," Georges Ganguilhem, The Teaching of Philosophy, Unesco, 1954.

5. Should religious organizations support international exchanges of lay as well as clerical persons?

6. What are the respective merits of international congresses of philosophers or theologians and individual exchanges for study and teaching?

7. What universities, institutes and seminaries are the present centers of philosophical and theological study and activity both here and abroad?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 12: Public Administration

Background Statement: The context for exchanges in this field is ordinarily either that of comparative administration or public administration as technical assistance and training. The former usually involves traffic between citizenry in relatively developed countries and governments while the latter typically associates the developed with the less developed country. We are perhaps most concerned in this discussion with public administration as technical assistance or training, but this context is not wholly separable from the consideration of comparative administration.

Within these contexts we have in our purview all the several types of interchanges: the student with the longer-term stay; the experts and specialists (singly or in a team) with a mission defined for improvement of administration; the educator in public administration to help establish training programs and resources; the short-term visitor, often high-level in status and low-level in experience; etc. Because needs, once recognized, are often specific and urgent, the short-term visit for study, observation, or advice by the more mature participant is the common characteristic of exchanges in public administration.

As background for discussion, some problems which may be of major import for exchanges in this field are briefly noted below:

(1) The diversity of government and administration in the U. S. creates an exceedingly difficult "learning situation" for the foreign visitor. Not only are structure and practice of administration widely different at various governmental levels; there is no easily perceived, unified and generally accepted philosophy of administration. Consequently, the visitor is often overwhelmed with miscellaneous impressions which have little bearing upon his immediate problem.

(2) Related to the first point above, the agencies which can provide coherent and applicable experience for the foreign visitor are lacking in the U. S. Some few agencies tend to bear the brunt of the traffic, but they are not basically organized or equipped for this purpose. Moreover, the American expert in public administration (and the American institution) is rarely equipped with sufficient understanding of the administrative milieu from which the visitor comes to make cogent reference to his own experience and skill.

(3) There is the problem of providing appropriate auspices and personnel for technical assistance. Considerations of political sensitivities are involved as are political systems. Moreover, personnel without preparation in language and comparative administration, no matter how specialized or distinguished in one country they may be, are likely to fall short in foreign situations.

(4) The design from which to start international programs for assistance in administration may also be troublesome. Countries most in need may be least capable of recognizing and defining the need. Assistance can be segmented and piecemeal but it may be less effective in this form than when related to comprehensive and phased plans for the development of administration.

Public administration in the less developed countries tends to be the instrumentality for national development. It is also the object of the intense pressures resulting from the impatient aspirations of new nationalism. For our political fortunes in the world in the making, the skill and wisdom with which we can communicate useful guidance and advice in these affairs to the countries outside North America and Europe may be crucial.

Questions for Consideration:

1. How can the diversity of public administration on the American scene be usefully related to the foreign visitor coming to observe and learn?

2. Is there a need for the development of interest and competence in comparative administration for our U. S. resources to be better and more widely employed in assistance programs?

3. In considering the appropriate auspices for assistance programs what is to be said for and against?

   (a) university sponsorship
   (b) the involvement of a former metropolitan country
   (c) U.S. participation in a situation where law and political forms are British or French in derivation
   (d) the United Nations
   (e) the professionally specialized consultative agency
   (f) the U. S. Government

4. How important is the knowledge of language in the consultative relationship?

5. Would it be useful for the U. S. and the countries of Europe to attempt more deliberate integration of their knowledge, experience, and personnel resources for use in less developed countries? If so, how can this be done?

6. Can constructive assistance be given piecemeal or should it be related to, and preceded by, a comprehensive design for development of the public service? For this purpose, can valid distinctions be drawn between types of training programs by levels and degrees of specialization?

7. What priority attaches to the establishment and equipment of public administration training facilities within the country being assisted?

8. Are there possibilities for useful interchange and mutual assistance in this field between less developed countries? What are the relative advantages or disadvantages of such exchanges?

9. How can continuing relationships be better fostered out of exchange activities in this field?

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Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 13: Science and Engineering

Background Statement: There is a great demand on the part of foreign students of science and engineering to study and train in the United States. Until recently, however, lesser interest had been shown by young American scientists and engineers to study and train abroad. In part, this has been due to the fact that many of the best technical universities are located in the United States, and that American industrial methods are considered the most advanced in the world.

In 1957-58, according to IIE's surveys, over 10,000 foreign students in engineering, and almost 6,000 foreign students in the physical and natural sciences, were in the United States to study. In the latest year for which figures are available, 1955-56, 100 Americans in engineering and over 500 students from the United States in the physical and natural sciences were abroad for study. Of the foreign engineering students, the mechanical engineers were the largest group, while in the sciences, the largest numbers were in chemistry and the biological sciences. Until 1955, the largest group of foreign students in the field of engineering came from Latin America. At the present time, however, the greatest number of exchangees both in engineering and in the physical and natural sciences are from the Far East. Latin America and Europe rank second and third in the number of students in the United States for science or engineering studies.

During 1957, under the International Association for the Exchange of Students for Technical Experience (IAESTE), 86 Europeans came to the United States and 82 Americans went to Europe for a summer on-the-job training experience with an industrial company.

The International Cooperation Administration (ICA) has been very active in exchanging technicians between the United States and many foreign countries and various dependent overseas territories. In 1958, 1,277 technicians from foreign countries specializing in industrial and mining techniques, visited the United States. 168 specialists in the field of atomic energy also came to the United States under ICA sponsorship. In addition, 292 technicians were able to come to the United States through special programs. Since the start of the Fulbright Program and through the year 1957, a total of 6,466 foreign and 1,865 United States citizens have received grants for study and teaching exchanges in the various fields of science and engineering.

The National Academy of Sciences-National Research Council has been instrumental in arranging for post doctoral students in the physical and natural sciences, including atomic energy, to train in the United States. The Ford and Rockefeller Foundations have been active in this field of exchange, and, the National Science Foundation awards fellowships to Americans for study in the United States or abroad.

Events of the last few years have pointed out that many of our young scientists and engineers must be well-rounded individuals as well as highly trained technically in order to contribute to scientific development and advancement. An important part of our foreign policy is our technical assistance program. Qualified engineers and scientists, preferably with a knowledge of the responsibilities that are involved in representing our country abroad, are needed for these programs. American industry with branches abroad has also expressed a need for the engineer or scientist who has a knowledge of a foreign language and can adapt himself to the ways of the country in which he will work and live.

Another outstanding problem in the exchange of engineers and scientists is making it possible for more foreign students to receive the type of technical education and training in the United States which they in turn could best use in order to be able to significantly contribute toward technical and scientific advancement in their own countries.

Questions for Consideration:

1. Are the foreign persons being trained in the United States in the sciences and engineering being educated and trained to function in and contribute to their countries when they return? Is the tempo in these fields sufficient to meet the burgeoning needs in their own countries?

2. What criteria should determine whether an American student can profit sufficiently by going abroad to study in terms of the level of education and training available in the host country?

3. Should exchanges in these fields be limited to graduate students and specialists?

4. Under what circumstances is it reasonable to expect that industry will accept foreign students for training? To what extent should such training be included in the total educational training opportunity for the foreign student?

5. Should there be more emphasis on practical training to supplement university studies? If so, how might university-industry cooperation be furthered?

6. Would it be advisable to emphasize the training of science and engineering teachers in exchanges with less-developed countries?

7. How can Americans in the fields of engineering and the sciences be encouraged to prepare for service abroad with the United States Government or Industry?

8. In view of the fact that American institutions of higher education can make fellowships or other means of support available to foreign students but can not provide transportation, what steps would seem to be practical to augment resources for payment of travel for foreign students?

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Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 14: Social Sciences

Background Statement: The social sciences are heavily involved in exchange of persons. Most organizations giving fellowships and grants include the social sciences although few specialize in them alone. In 1957, the Ford Foundation and the Carnegie Corporation devoted about a fifth of their grants to the social sciences, and the Rockefeller Foundation about one-tenth. All three foundations support other groups making social science awards. The Social Science Research Council, for example, is supported by the Carnegie Corporation and the Ford and Rockefeller Foundations. Of the approximately 4,000 Fulbright grants awarded in 1956, some 20% were in the social sciences. The social sciences attract a respectable proportion, roughly 15%, of all the foreign students studying in the United States. About 10% of the foreign faculty members in the United States are in the social sciences, as compared with 25% of their American colleagues teaching and doing research abroad.

Social scientists not only participate in international exchange, but also analyze it. In recent years they have been called upon to look critically at the whole process of exchange. Since the early 1950's, when the major foundations began to interest themselves in evaluation, the exchange process has been the subject of intense scrutiny. In 1952 the Social Science Research Council set up a Committee on Cross-Cultural Education to find out what actually happens when people from different cultures meet and mingle. The assumption that exchange of persons is inevitably beneficial was re-examined. The possibility that exchange might produce "cultural shock" and create mutual misunderstanding was explored by teams of researchers. The result has been a series of books and monographs concerning the experience of foreign students in the United States and upon their return home. A volume integrating the findings of all social science research in this area is being prepared by Dr. M. Brewster Smith, formerly on the staff of the SSRC. It is scheduled for publication early in 1960.

In many respects, exchange of persons today is a creature of the social sciences. Formerly considered an educational process, exchange is now viewed increasingly as a sociological process. Exchange programs are weighed in the balance to determine their effect on economic, political and cultural institutions. In technical assistance especially, the social significance of the technical changes being introduced is considerable. Technicians and experts must take into account the social climate in which they work in order to do their job well, or indeed to do it at all. The more successful

they are in introducing technical innovations, the more urgent it is for people and institutions to adjust to change. The social scientist is being asked to facilitate the process of adaptation. The social implications of a purely academic education are also being increasingly discussed, and questions are reaised about the value of an American education for students from less-developed countries.

Questions for Consideration:

1. Do the values of foreign experience for the social scientist outweigh its possible disadvantages, such as cultural alienation?

2. What kinds of social science projects are most furthered by research abroad?

3. In which social science disciplines are exchange programs of greatest value, especially in terms of their applicability to the country of the returned exchangee?

4. How can exchange in the social sciences aid in understanding the social consequences of technological change?

5. What are the relative advantages or disadvantages of sending Americans abroad to teach the social sciences as opposed to bringing foreign students to the United States?

6. How can colleges and universities make better use of the talents of visiting scholars in the social sciences?

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400. Cable Address: INTERED

January 29, 1959
Thursday, 2 p.m. - 5:30 p.m.

Field of Interest Workshops

Resources for World Progress - Developing Skills and Knowledge Through Educational Exchange

Workshop #I - 15: Social Welfare and Community Development

Background Statement: The number of student exchangees in the fields of community development and social work is relatively small. Only 316 foreign students were in the United States for study in these fields out of a total of 43,391 foreign students in all fields during the 1957-58 academic year. Far fewer American community development and social work grantees went abroad for study during the same year.

Apart from the dearth of educational exchanges, the progress of modern concepts of community development and social work in most foreign countries suffers from other severe handicaps, both in formal study and actual practice. The orientation of university courses remains largely theoretical; little or no emphasis is placed on learning by doing. Pertinent indigenous literature in the fields is generally lacking. Effective introduction of newly-learned western techniques into common practice is limited by the frequency and intensity of conflict between imported techniques and local cultural values, and by the lack of administrative skills necessary to adapt the techniques to the practical realities of the local situation. Also, community development and social workers, sent abroad to train social workers, have often not studied the cultural value system of the country to which they are sent and have little or no opportunity for such studies upon their arrival.

The American-sponsored educational exchange experience has sometimes failed to anticipate fully the cultural and administrative difficulties faced by the returning grantee. For instance, many of the grantees spend most of their time in the big cities in this country where community development and social work methods and objectives are highly specialized, and where there is apt to be relatively little applicability to the problems which the grantees must face upon their return home. Again, foreign students pursue courses at institutions having no area institutes, departments of anthropology or other departments which might give much-needed grounding and counsel to community development and social work faculties on the cultural value systems of the foreign students taking their courses. The same problem exists in some institutions which conduct their own orientation for newly-arrived foreign students. In other fields of exchange, there has been an attempt to solve similar problems by encouraging the orientation and training of foreign students in an "intermediate" area like Puerto Rico (for Latin Americans), where the level of development and the orientation of cultural values are more akin to those of the country of origin.

Questions for Consideration:

1. What steps can be taken to increase the number of exchangees in the field of Social Welfare?

2. How can we bring about in social welfare a program, similar to the Educational Exchange of teachers, for e change of social workers capable of becoming supervisors, administrators and supervisors of social welfare programs, and teachers and directors of schools of social work?

3. What modifications in education for social work in the U. S. and in other countries can be encouraged to make professional exchange more effective?

4. What can be done to minimize conflicts between imported techniques and local cultural values and still maintain a level of progress?

5. How can professional social work organizations in which exchangees take membership while in the U.S., help to support the professional development of the exchangee in his work at home?

6. What can be done to increase the knowledge and appreciation of cultural differences by social workers who work with exchangees in the U.S., or who go to other countries on job assignments?

7. How can the development of indigenous literature in the field of social welfare be encouraged, - and exchanged?

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January 28, 1959 - Leader Programs
Wednesday, 10 a.m. - 12 noon

January 30, 1959 - Student Programs
Friday, 9:30 a.m. - 11:30 a.m.

Community Hospitality Workshops

Background Statement: "While the United Nations is painstakingly working to establish world order, there is also a job for every community, for every organization, and for every individual. Exchange-of-persons programs are bringing thousands of people to the United States this year....These people are of all ages, from all walks of life, and from nearly every country of the world. They are coming to learn about us, as well as to train in their field of work. They are leaders, and potential leaders in their own nations. The communities they visit will influence the ideas they take home with them."*

The major interest of the foreign student in the United States is educational, but an important auxiliary is his interest in becoming better acquainted with Americans and increasing his understanding of American customs. Recent years have brought a marked change in the reception of the foreign student by the American community. It is the rare student who now returns to his homeland without having experienced the hospitality of an American family.

This same opportunity for home hospitality has been extended to an increasing number of leaders, opinion molders, and technicians from abroad who come on visits to the United States. This increase in community hospitality has reduced the traditional isolationism characteristic of some parts of the United States. Although it has given local participants satisfaction and rewards, it has also created new problems and tasks.

Certain trends are already discernible as the hospitality develops. For example, in the larger urban areas, hospitality for both foreign students and leader-specialists has moved from that of being a major goal to becoming an adjunct to an educational program. In large cities such as Washington, New York, Chicago, and San Francisco, the educational resources are so great that the visiting leader-specialists and students prefer to avail themselves of those educational resources rather than accept extended home hospitality. This raises a number of questions: Does it place upon smaller communities the major burden for home hospitality? Is it important for a visiting foreign guest or student to experience home hospitality in large urban centers as well as in smaller communities in order to get a representative view of American life?

* Edward R. Murrow, Forward to "The World at your Door," IIE Handbook for Communities, Groups, and Individuals, November, 1952

As the hospitality program grows, communities have expressed an increasing interest in receiving reports on the results of their programs as reported to the national sponsor by the visitor. These reports are usually not now made to the community agency. It has been suggested that the workshops should consider whether such reports to the communities are sufficiently important to become standard procedure.

Although some of the problems are common to the hospitality program for both leader-specialists and students, many of them have only specific application. Therefore the Hospitality Workshops of the Conference are divided into two sections, one on Leaders and Specialists and the other on Hospitality for Students.

Community Hospitality--Leader Programs

I. Hospitality for the international Leader and Specialist in the local communities.

A. What is the actual purpose of hospitality from the standpoint of both the visitor and the community?

B. What does the national programming agency expect from the local community in arranging hospitality?

1. Type of hospitality.

2. What kind of hospitality does the visitor report was most successful? Do the programming agencies report this to the communities?

C. What does the local community provide in home hospitality, and how does the community arrange it?

1. What are the different needs of visitors? In large communities? In small communities?

2. Should publicity be given the hospitality program? What type?

3. How does it find homes for hospitality?

4. How does it evaluate homes? By reports? Personal interviews?

5. How long does the guest stay at one home?

6. How is duplication of hospitality given in previous communities avoided?

7. How does the hospitality group avoid calling on the same people for hospitality? In other words, how does the group "spread the base"?

8. How much time is needed to arrange hospitality for a visitor?

9. Is hospitality that is arranged sight-unseen worthwhile; e.g., if the hospitality committee does not have a chance to meet the visitor before arranging hospitality?

10. How does the hospitality committee handle the visitor who is casual about keeping (and breaking) engagements for home hospitality?

11. What preparation with materials, or orientation groups is given people who extend hospitality to the visitor?

Community Hospitality--Student Programs

II. Hospitality for foreign students
What is the actual purpose of hospitality from the standpoint of both the visitor and the community?

A. The concept of hospitality in defferent cultures varies greatly. What is done to orient the foreign student to our concept of hospitality?

B. What does the student want in hospitality from the community?

1. Should a community hospitality program be campus or town oriented; should it be tied to a religious or civic organization; should foreign students serve in an advisory capacity?

2. Does the student want to have the school help integrate him into the community?

3. Does the student want to be "on his own"?

4. How often does he want hospitality?

5. What is done for the wives of the students?

6. Does he want holiday programs?

7. Should foreign students be given an opportunity to reciprocate hospitality?

8. Is there an unmet need in the area of foreign interns and residents?

C. What does the school do to provide home or institutional hospitality for the foreign student?

1. Different needs of graduates and under-graduates.

2. Role of the foreign student adviser.

3. Role of the faculty. An increased number of university personnel has served abroad. Are these people being contacted and used as sources of hospitality?

4. Role of student organizations.

D. What does the community do?

1. Meet on arrival?

2. Provide clothing?

3. What is the relationship between hospitality programs of the school and the hospitality committee?

4. Should the community give more than hospitality; i.e., an interpretation of America; an exchange of ideas and information; an opportunity to improve one's language?

5. Group hospitality.

6. Individual hospitality.

E. How does the hospitality group find homes?

F. Are the host and guest matched, or is placement routine?

G. What assistance is given host family before receiving guests?

H. What information about the family is given to the student?

I. After hospitality is extended, is there a follow-up with (a) the host family? (b) With the student?

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LIST OF DELEGATES

At close of Registration,
Wednesday, January 28

-A-

ABBEY, William P., Lawyer, New York, N. Y.
ABPLANALP, Henry W., Mrs., Washington International Center
ADAMS, Arthur S., American Council on Education
ADAMS, Charles E., Director Student Activities, San Francisco YMCA
AINSWORTH, Dorothy S., Miss, Director of Physical Education, Smith College
ALBERTI, Judith F., Miss, Community Program Director, International Student Center, Cambridge, Mass.
ALLAM, Mark W., Dean, Veterinary School of Medicine, U. of Penn.
ALLEN, Katherine P., Mrs., Altrusa International, Inc (Chm. Grants-in-Aid), Worthington, Ohio
ALLEN, Harold B., Near East Foundation, New York, N. Y.
ALLEN, Mildred E., Mrs., American Cancer Society, Inc., New York, N.Y.
ANDERSON, Gilbert, International Educational Exchange Service, Department of State, Washington, D.C.
ANDERSON, Jr., W. Stratton, Ass't. Director of Program Operations, International Educational Exchange Service, Department of State, Wash., D. C.
ANGYAL, Alice F., Mrs., Clinical Psychologist, Boston, Mass.
ANN Francis, Sister, Trinity College, Washington, D. C.
ARMSTRONG, Winifred, Miss, New Rochelle, N. Y.
ARNESS, Judith Russell, Mrs., Consultant, National Educational Association, Kensington, Maryland
ARNOLD, Virginia, Miss, Ass't. Director for Medical Education & Public Health Rockefeller Foundation, New York, N. Y.
ATKINSON, Margaret E., Mrs., Program Ass't. Committee on Foreign Visitors, United Community Services of Metro. Detroit
AVIRETT, William G., Executive Associate, Carnegie Endowment, New York, N.Y.

-B-

BACON, Robert L., Washington, D. C.
BADEAU, John S., President, Near East Foundation, New York, N.Y.
BAILEY, Bruce, Assistant Foreign Student Adviser, Univ. of California
BAILEY, Marjorie A., Miss, Education Associate, Intl. Ass'n. of Machinists, Washington, D. C.
BAILEY, Ruth C., Miss, International Student Adviser, Ohio State Univ.
BAIN, Norton, Colorado Springs, Colorado

BAIN, Wilfred C., Dean of Music, Indiana University
BAKEMAN, George W., Assoc. Dean, Medical College of Virginia
BAKER, Hugh S., Adviser to Overseas Students, San Francisco State College
BAKER, William D., Board Co-Chairman, Buffalo, N. Y., World Hospitality Assn.
BAKKEN, Harald C., Director, Foreign Student Leadership Project, U. S. National Student Assn., Cambridge, Mass.
BALDWIN, DeWitt C., Executive Director, The Lisle Fellowship, Inc. Ann Arbor, Mich.
BANG, Charles N. Head, Program for Foreign Students and Visitors, Cleveland Council on World Affairs
BAO, You Y., Asst. Cultural Attache, Chinese Embassy, Washington, D. C.
BARBIS, Patricia, Mrs., Advisory Commission, Sec. Asst.
BARGHORN, Frederick, Professor of Political Science, Yale University
BARKO, Naomi, Miss, Staff, Institute of International Education
BARNES, J. Hampton, Exec. Director, Eisenhower Exchange Fellowships, Inc., Philadelphia, Pa.
BARNES, Joseph, Editor, Simon and Schuster, Inc., New York, N.Y.
BARR, Elinor S., Mrs., Assistant Head, Overseas Dept., National Council of Jewish Women, New York, N.Y.
BARRETT, Edward W., Dean, Graduate School of Journalism, Columbia University
BARRETT, Reginald, Nigerian Liaison Officer, Washington, D. C,
BARTON, Robert, Institute of International Education
BATIZA, Rodolfo, Institute of Comparative Law, Tulane University
BAUGHMAN, Millie, Miss, Institute of International Education
BEACH, Bert, Washington Missionary College
BEAN, Jane R., Miss, Nashville, Tennessee
BEARDSLEY, Seymour W., International Affairs Seminars of Washington
BECKER, Ralph E., Board of Trade, Washington, D. C.
BEEBE, George A., Institute for International Order, New York, N, Y.
BEITER, Hannah D., Mrs., Museum School of Art, Philadelphia, Pa.
BELKHODJA, Ahmed, Zitouna University, Tunis, Tunisia
BELL, Aldon D., Swarthmore College, Swarthmore, Pennsylvania
BENNETT, George, Institute of International Education
BERCHMANS, Mother Marie, Marymount Jr. College, Arlington, Va.
BERGHEIM, Melvin L., Governmental Affairs, Institute, Washington, D.C.
BERNSEN, Sam, Immigration and Naturalization Service, Washington, D. C.
BIGALOW, Leah, Miss, United States Public Health Service, Washington, D.C.
BLACK, Edna M., Mrs., Girl Scouts of U.S.A., New York, N.Y.
BLACKTON, Charles S., Colgate University, New York, N.Y.
BLAIR, Livingston L., Jr. National Director, Jr. Red Cross & Educational Rel.
BLANC, Elizabeth, Miss, Institute of International Education, Denver, Colo.
BLICKENSTAFF, Stephen C., Indian Steel Training & Educational Program, Pittsburgh, Pa. (Director)
BLUMBERG, Morrie, Indian Steel Training & Educational Program, Pittsburgh, Pa.
BOLTWOOD, Hazel M., Mrs., Detroit Assn. of American Baptists
BOLLMAN, Louise V., Mrs., Former Volunteer-International Center, Wash., D.C.
BOOTH, Nora, R., Miss, American Friends Service Committee, Philadelphia, Pa.
BOURGUIGNON, Yvonne, Miss, Atlantique, French-American Assn., New York, N.Y.
BOVE, Isabelle, Mrs., International Foreign Students Council, Arlington, Va.
BOWLES, Chester, Rep., House of Representatives
BOWMAN, John E., Council on Student Travel, New York, N.Y.
BOYCE, Gordon, Experiment in International Living, Putney, Vt.
BRADFORD, Saxton, Deputy Director, U.S. Information Agency, Washington, D. C.
BRADY, Leslie S., Washington, D. C.
BRADY, Mary B., Harmon Foundation, New York, N. Y.
BRAGDON, Helen D., American Association of University Women, Washington, D. C.
BRAISTED, Paul J., The Hazen Foundation, New Haven, Conn,
BRESLOW, Irwin Homer, University of Pennsylvania

BRIDGERS, Furman, University of Maryland
BRIDGES, Bernice, Miss, National Social Welfare Assembly, New York, N.Y.
BRITTON, Blanche M., Union Theological Seminary, New York, N.Y.
BROADHURST, Jeanne, Mrs., American Nurse's Foundation, New York, N.Y.
BRODY, Leonard H., International Cooperation Adminis. Washington, D. C.
BROOKS, Wright W., Mrs. [illegible], Minn.
BROWN, Weldon J., Housing and Home Finance Agency
BRUGMANS, Henri L., Hofstra College, New York
BRUGMANS, Linette, Flushing, New York
BRY, Ilse, Mental Health Book Review Index, New York, N.Y.
BRYANT, Rachel E., Miss, National Education Association, Washington, D. C.
BRYANT, William Cullen, II, American Language Center for Foreign Students, New York, N.Y.
BUCAR, Franc, Eisenhower Exchange Fellowships, Philadelphia, Pa.
BULGER, Paul G., Teachers College, Columbia, New York
BULLARD, Donald A., Institute of International Education
BUNSTER, Alvaro, University of Chili, Santiago
BURCKHARDT, Lukas F., Embassy of Switzerland, Washington, D. C.
BURNS, Patricia E., Miss, National Catholic Educational Assn. Washington, D.C.
BURROUGHS, Roy J., Housing and Home Finance Agency, Washington, D. C.
BUSCHMEYER, Fred S., National Council of Churches, Washington, D. C.
BUSH, Prescott, Sen., United States Senate
BUTLER, Estelle K., Miss, Washington Institute Center

-C-

CADY, Edwin H., Syracuse University, N.Y.
CAMALIER, C. Willard, American Dental Association, Washington, D. C.
CAMBON, Elise M., Miss, St. Louis Cathedral, New Orleans, La.
CAMERON, Gertrude G., Mrs., International Educational Exchange Service
CANNON, Mary M., Miss, U. S. Department of Labor, Washington, D. C.
CARLSON, Robert O., Standard Oil Co. of New Jersey
CASSIDY, Florence G., United Community Services of Metropolitan Detroit
CASSIDY, George L., America-Israel Society, Washington, D. C.
CATES, Florine, Mrs., Student Project Denver International House
CHALMERS, A. Burns, American Friends Service Committee, Washington, D.C.
CHALMERS, Paul, M., Adviser to Foreign Students, Massachusetts Inst. of Tech.
CHANDIRAMANI, Arjandas B., Embassy of India
CHANG, Fu-liang, College Host to International Visitors, Berea College, Ky.
CHAPMAN, Alfred M., Mrs., Episcopal Committee for Foreign Students, Bucks County, Pa.
CHAPMAN, Eunice, Miss, Hastings College, Hastings, Nebraska
CHARTRAND, Gertrude, K., U. S. Embassy, Baghdad
CHERRINGTON, Ben F., Institute of International Education, Denver, Colo.
CHERRINGTON, Edith, Mrs., Denver, Colo.
CHING, Leonard, Ecumenical Scholarship Exchange, Church World Service, N.Y., N.Y.
CHRISTENSEN, Carlo, Cultural Attache of the Danish Embassy, Washington, D. C.
CHURCH, Marguerite Stitt, Rep., House of Representatives
CLARK, Chester, Mrs. Foreign Student Service Council, Washington, D. C.
CLARK, Roberta Bond, Miss, U. S. Department of Agriculture, Washington, D.C.
CLARK, T. C., Association for Higher Education, Washington, D.C.
CLARKSON, William M., American-Korean Foundation, Chevy Chase, Md.
CLEMENT, RUFUS, Atlanta University, Atlanta, Georgia

COAN, Nancy, Miss, Washington, D. C.
COBUN, Frank E., International Teacher Development Program, U. S. Office of Education, Washington, D. C.
COLLIGAN, Francis J., Cultural Planning & Coordination Staff, Dept. of State, Washington, D. C.
COLLINS, P. J., Standard Vacuum Oil Co., White Plains, New York
COLLINS, Raymond L., Superintendent of Schools, Manhasset Public Schools, N.Y.
COMPTON, Karl T., Mrs., International Student Association of Greater Boston
CONLEY, Philip J., Cultural Affairs Planning Officer, U. S. Information Agency, Washington, D. C.
CONVERS, Gilbert, American Federation of International Institutes, New York, N.Y
COOK, Donald B., Advisory Commission on Educational Exchange, Department of State, Washington, D. C.
COOK, Howard, International House, New York, N.Y.
COOK, Stuart, Research Center for Human Relations, New York, N.Y.
COOLIDGE, Archibald C., The English-Speaking Union, New York, N.Y.
COOLIDGE, Harold J., Pacific Science Board, National Research Council, Washington, D. C.
COOPER, David S., Music Branch, U. S. Information Agency, Washington, D. C.
CORRELL, Ernst, American University, Washington, D. C.
CORTNER, Clarence E., Mrs., Girl Scouts of U.S.A., Washington, D. C.
COTNER, Thomas E., Educational Exchange & Training Branch, Office of Education, Washington, D. C.
COTTRELL, Donald P., College of Education, Ohio State University
COUGHLIN, Marion, Miss, Institute of International Education
COVER, John H., Bureau of Business & Economics Research, University of Maryland
CRAIG, Robert W., Aspen Institute for Humanisitic Studies, Aspen, Colo.
CROCKER, Alden R., Mrs., International Cooperation Administration, Washington, D. C.
CROWLEY, May F., Miss, Rochester International Friendship Council, Rochester, New York
CULVER, Liane, Mrs., Institute of International Education

-D-

DACSO, Michael M., Dept. of Phys. Med. & Rehabilitation, Goldwater Memorial Hospital, Welfare Island, New York
DALEY, Marian, Mrs., Washington International Center, Alexandria, Va.
DAMON, G. Huntington, Mrs., Information Education Projects Staff, Operations Coordinating Board, Washington, D. C.
DANN, Clayton, Department of State, Washington, D. C.
DARLEY, Ward, Association of American Medical Colleges, Evanston, Illinois
DAVIDSON, Carter, Union College & University, Schenectady, New York
DAVIES, Catharine Ludy, Mrs., Center for Students from Aboard, University of Denver
DAVIS, A. L., American UniversityLanguage Center, Washington, D. C.
DAVIS, David, Foundation for Youth and Student Affairs, New York, N.Y.
DAVIS, Irene M., Miss, The Johns Hopkins University, Baltimore, Md.
DAVIS, James M., International Center, University of Michigan
DAVIS, John A., Council on Race and Caste in World Affairs, New York, N.Y.
DAVIS, Roy Tasco, Inter-American Schools Service, Washington, D. C. (Former Dir.)
DAY, Molly T., Scandinavian Seminar, New York, N.Y,
DEAN, Arthur, Sullivan and Cromwell, New York, N. Y.

DEAN, Vera, Mrs., Foreign Policy Association, New York, N.Y.
DE CAPRILES, Miguel A., School of Law, New York University
DE COSTE, Fredrik, Trade Relations, National Foreign Trade Council, N.Y.
DEIBERT, Alan T., Adviser to Students from Foreign Countries, George Washington University, Washington, D. C.
DEIGNAN, Frank J., Rhode Island School of Design
DE LAGRANGE, Emily A., Mrs., American Committee of Atlantique, New York, N. Y.
DELANO, Margaret L., Miss, Adviser International Exchange Program (for Adults), Girl Scouts of U.S.A., New York, N.Y.
DENKER, David D., Rutgers, The State University, New Brunswick, N. J.
DENNETT, Raymond, American Scandinavian Foundation, New York, N.Y.
D'ESTOURNELLES, Julie C., Mrs., Woodrow Wilson Foundation, New York, N.Y.
DEUSS, Edward L., Evaluation Branch Training & Tech Aids Div., International Cooperation Administration, Washington, D. C.
DIXON, Ross, Institute of International Education
DODD, Lamar, Department of Art, University of Georgia
DOLEZAL, Iosif, Rumanian Legation, Washington, D. C.
DOLUNAY, Necati, Turkish Embassy Educational Attache, New York, N.Y.
DONOVAN, James, International Educational Exchange Service, Dept. of State, Washington, D. C.
DOSTERT, Leon E., Institute of Languages and Linguistics, Georgetown University
DOUWSMA, Gerrit, B., International Visitation Fellowships, World Service Div., National Board of YMCA, New York, N.Y.
DOVE - Edwin, George, External Affairs, Nigeria Liaison Office, Washington, D.C.
DOWLING, Robert W., American National Theatre and Academy, New York, N.Y.
DOYLE, Henry G., National Fed. Modern Language Teachers Association, Washington, D. C.
DRAGOSITZ, Anna, Evaluation & Advisory Service, Educational Testing Service, Princeton, N. J.
DRURY, Betty, Miss, Institute of International Education, New York, N.Y.
DUGE, Edna, Miss, Institute of International Education
DUGGAN, Stephen P., Simpson Teacher and Bartlett, New York, N.Y.
DUGGAN, Stephen, Mrs., New York, N.Y.
DUNNE, Finley, P., International Schools Foundation, Washington, D. C.
DURKEE, Dorcas, Mrs., Alexandria, Virginia
DWYER, Mary G., Mrs., NCWC High School Program, Falls Church, Va.
DYDE, W. F., University of Colorado

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EAGLE, Vernon A., New World Foundation, Chicago, Illinois
EARLE, Elizabeth R., Miss, United States Information Agency, Washington, D. C.
EATON, Samuel, K., Chairman Home Hospitality, Washington International Center, Washington, D. C.
EAVES, John, Jr., Board of Near East and Asian Affairs, Department of State, Washington, D. C.
EBERLY, John H., Director, Student Exchange Program, Brethren Service Commission, New Windsor, Maryland
EDGAR, Donald, Director, International Educational Exchange Service, Washington, D. C.
EDISON, Dick, Regional Advisory Board, Institute of International Education [illegible]
EHRLICH, Sally, H., Miss, International Conference of Social Work, New York, N.Y.
EKLUND, John M., Director of Organization and Education, National Farmers Union, Denver, Colorado

ELAINE, Katherine, Sister, Catholic Committee on Inter American Student Problems, Fort Wayne, Indiana
ELDRIDGE, John R., Governmental Affairs Institute, Washington, D. C.
EMERY, Clyde, Mrs., Dallas Council of World Affairs
ENGLISH, Martha M., Assistant, Division of International Fellowships, Commonwealth Fund, New York, N.Y.
ENNIS, LeRoy M., Council on Foreign Relations America Dental Association, Philadelphia, Pennsylvania
EPSTEIN Herta M., Mrs., Alexandria, Virginia
ERICKSON, Lillian H., American Association of Medical Record Librarians, Washington, D. C.
ESFANDIARY, H. A., Iranian Embassy Cultural Counseller, Washington, D.C.
ESPINOSA, J. Manuel, Executive Secretary, Board of Foreign Scholarships, Department of State, Washington, D. C.
ETHRIDGE, Ruth, Miss, Program Specialist, Foreign Agricultural Service, Dept. of Agriculture, Washington, D. C.
EVANS, A. R., Electronic Teaching Laboratories, Washington, D.C.
EVANS, Gwen W., Miss, Delegate from Wilkes College, Pennsylvania
EVANS, Luther H., Former Director of General of USNECO,
EWELL, Raymond, Vice-Chancellor, University of Buffalo, N.Y.
EZELL, Stiles D., Secretary, State Board Medical Examiners, Albany, N.Y.

-F-

FAHEY, John A., Head, Foreign Language Div., U. S. Naval Intelligence School Washington, D. C.
FAHNBULLEH, Edwin O., Liberian Embassy
FALCONER, Vera, Mrs., Scholastic Magazine, New York, N.Y.
FALK, Clarence, Incoming Program Director, The Experiment in International Living, Putney, Vermont
FARNON, Edward, Third Secretary, New Zealand Embassy, Washington, D. C.
FAROUK, Faika, Secretary, Tunisian Embassy, Washington, D. C.
FELDMAN, Daniel J., Assoc. Professor, Institute of Physical Medicine and Rehabilitation, New York, N.Y.
FENN, William P., General Secretary, United Board, New York, N.Y.
FERARU, Arthur, Institute of International Education
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SCHMIDT, Warren E., National 4-H Club Foundation, Washington, D. C.
SCHMOKER, John Benjamin, Committee on Friendly Relations Among Foreign Students
SCHOETTLE, Helen, Mrs., German Embassy
SCHNITZER, Robert C., International Exchange Program, ANTA
SCHOTT, Florence P., American Association for the United Nations
SCHUMAN, William, President, Juilliard School of Music
SEELYE, Laurens H., Robert College and American College for Girls, Istanbul, Turkey
SEIN, Maung, Surgeon Specialist, Medical Consultant, Washington, D. C.
SELIGMAN, Eustace, Mrs., Greater New York Council for Foreign Students
SELLERS, J. Townsend, Council for International Visitors, Philadelphia
SETHI, Lakhpat, Embassy of India
SHANK, Donald J., Mrs.
SHANNON, George Pope, Retired Professors Registry, Washington, D. C.
SHAPIRA, Elliott K., Tufts University, Medford, Massachusetts
SHAW, Esther R., Mrs., Washington, D. C.
SHAW, Margaret G., Mrs., Washington, D. C.
SHEPARD, Lorrin A., Yale University
SHERMAN, Val C., Regional Representative of American Field Service, Washington, D. C. (Mrs.)
SHIPLEY, Caleb G., Executive Job Counselors, Inc., Washington, D. C.
SHOUSE, Jouett, Mrs., The People-to-People Program, Washington, D. C.
SHUSTER, George, President, Hunter College of the City of New York
SICHERMAN, Barbara, Greater New York Council for Foreign Students
SIEMSEN, Margaret, Miss, National Catholic Welfare Conference, Washington, D.C.
SIKKEMA, Mildred, Council on Social Work Education, New York City
SILBERSTEIN, Fred B., West Virginia University
SILIN, Charles I., Fulbright Program Adviser, Tulane University
SIMONPIETRI, Andre C., National Academy of Sciences, Washington, D. C.
SIMONS, John J., Foundation for Youth and Student Affairs.
SIMRELL, Harriet, Carrie Chapman Catt Memorial Fund, Washington, D. C.
SIMS, Albert G., Vice President for Operations, Institute of International Education

SINAGA, Edward D., Graduate Student of Government at George Washington University
SKILLERN, John P., International Service, Department of Health, Education, and Welfare
SLATER, J. E., Ford Foundation, New York City
SLOAN, Frederick S., Agricultural Extension Service, North Carolina State College
SLOAN, Ruth C., Mrs., Ruth Sloan Associates, Washington, D. C.
SMILEY, Dean F., Council for Foreign Medical Graduates, Illinois
SMILEY, Dean F., Mrs.
SMITH, Addie, Institute of International Education, San Francisco
SMITH, Carol, Institute of International Education, Washington, D. C.
SMITH, Marshall P., Mrs., Evaluation and Advisory Service, Educational Testing Service, Princeton, New Jersey
SMITH, Mary Elinor, Miss, The Catholic University of America, Washington
SMITH, Paul E., Committee on International Relations, National Education Association
SMITH, R. Stoddard, Mrs., Washington International Center
SMYKE, Raymond J., African-American Institute, Washington, D. C.
SNOWDEN, Frank M., Howard University, Washington, D. C.
SNYDER, Harold E., International Affairs Seminars of Washington
SOEMONO, Indonesian Embassy
SOIREF, Etta, Brown University, Providence, Rhode Island
SOUDER, Wilmer, National Bureau of Standards, Washington, D. C.
SOTH, Lauren K., Editor of Editorial Pages, Des Moines REGISTER AND TRIBUNE
SOULE, Theodate H., Miss, New York Hospital, New York City
SPAGHT, Monroe E., Executive Vice President, Shell Oil Company
SPARK, Eli M., Catholic University of America, Washington, D. C.
SPARKMAN, Kathleen P., Mrs., Operation Town Affiliations, New York
SPEAKMAN, Cummins E., Harvard Business School, Boston, Mass.
SPINDT, Herman A., University of California, Berkeley, California
SPITZ, Lewis W., Fulbright Program Advisor, University of Missouri
SPROUL, Robert Gordon, President Emeritus, University of California
SPROUL, Adelaide, Mrs., Director, Cummington School of the Arts, Cambridge, Massachusetts
SPROUL, Harold C., Director, Cummington School of the Arts, Cambridge, Mass.
STACKPOLE, Stephen, Carnegie Corporation, New York City
STAPP, Marion M., Mrs., West Denver High School, Institute of Intl Educ., Denver
STEELE, Marion H., International Committee, American Home Economic Association, Washington, D. C.
STIFEL, Carolyn, Mrs., Institute of International Education, New York
STEINBARGER, Helen T., Mrs., Washington International Center
STEINEM, Gloria M., Director, Ind. Service for Information on Vienna Youth Festival, Cambridge, Mass.
STEINER, Robert L., American Friends of Middle East, Washington, D. C.
STERLING, Mrs., Washington, D. C.
STERN, David S., University of Miami
STETTEN, DeWitt, Mrs., Chairman International Hospitality Committee, National Council of Women of the U.S., Inc.
STEWART, Ernest T., American Alumni Council
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STIMMING, Mayfred, Cornell Graduate School, Ithaca, New York
STOCK, Carl A., Toledo, Ohio
STOCK, Carl A., Mrs., United Church Women, Toledo, Ohio
STOERKER, C. Frederick, National Council of Churches, New York City

STONE, Margaret F., National Board of the YWCA, Washington, D. C.
STOREY, Robert G., Dean of South Methodist University Law School, Texas
STRACHAN, D. Alan, Chief, Labor Training Division, International Cooperation Administration, Washington
STRAIN, William H., Indiana University, Bloomington, Indiana
STREETER, Stephen, President, American Tourist Association, Inc.
STROW, Helen, Miss, Federal Extension Service, U.S. Department of Agriculture
STROZIER, Robert, President, Florida State University
SWANSON, Gertrude C., International Center for Students and Visitors, Minneapolis
SWEET, Lennig, Institute of International Education, Denver
SWINNEY, Daniel D., Training Officer, Public Health Service

-T-

TAGGART, Glen L., Michigan State University
TAKACS, Geza, Hungarian Legation, Washington
TASHOF, Ivan, P., Mrs., National Council of Jewish Women, Washington
TAYLOR, Elbert V., Mrs., International Federation of Busines & Profession Women, Philadelphia
TELLIS-NAYAK, Jessie, Miss, Delegate of the All India Catholic University Federation, Washington
TERSHY, Russell J., Young Christian Workers International Department, Chicago
THAXTER, Marjorie R., Citizens Council International Student House, Washington
THAYER, Phillip, School of Advanced International Studies, Johns Hopkins University, Washington
THAYER, Robert H., Special Assistant to the Secretary of State
THEBOM, Blanche, Mrs., Metropolitan Opera Company, New York
THOBURN, Theodore, Mrs., Council on World Affairs, Cleveland
THOMAS, Ruth A., Miss, Training Officer Division of International Health, Public Health Service, Department of Health Education and Welfare
THOMPSON, Elizabeth M., Mrs., National Educational Association Committee on International Relations, Washington
THOMPSON, Jr., Frank, House of Representatives
THOMPSON, John A., Farfield Foundation, New York
THOMPSON, Kenneth, Rockefeller Foundation, New York
THOMPSON, Mary A., Miss, Committee Friendly Relations amoung Foreign Students New York
THOMSON, Charles A., Dept. of Government, Indiana University
TICKNER, Fred, J., Rublic Administration Division, United Nations
TILSON, David, Training Development Staff, International Cooperation Administration, Washington
TOMPKINS, Ellsworth, National Association Secretary Schools Princpals Washington
TRESIDDER, Argus, J., United States Information Agency, Cultural Affairs Planni g Office, Fall Church
TROGDON, Jr., Mrs., International Thanksgiving Fellowship, Paris
TRYTTEN, Marriam H., Office Scientific Personnel, National Head of Sciences, Washington
TSAO, W. Y., Embassy of the Republic of China
TSCHURSIN, Diana T., Mrs., Cherechi, and Company, Washington
TSITSIWU, William L., Education Attache Embassy of Ghana
TURNER, W. Homen, United States Steel Foundation, New York
TYLMAN, Stanley D., University of Illinois, American Dental Association

-U-

UGWU, Daniel C ., Ministry of Education, Lagos, Nigeria
UKEGBU, John N., Nigeria Liaison Office, Washington
UTLEY, Frayn, G., Mrs., Institute of International Education, Chicago
UZEL, Jo Anne M., Miss, International High School, Student Program, Washington

-V-

VALDERRANA, Nicasio G., Philippine Embassy Attache, Washington
VALLANCE, William Roy, Inter-American Bar Association, Washington
VAN, Amber, Miss, Protestant Foundation for International Students, Ann Arbor
VAN AUKEN, Ruth, Business Council for International Understanding, New York
VAN HOOGSTRATEN, Jan S. F., Ecumenical Scholarship Exchange, Church World Service, New York
VAN SYOC, Bryce, English Language Institute, Ann Arbor
VAUGHAN, Evangelina, United Women of America, New York
VERGARA, Don Jose, Industrial Attache, Embassy of Spain , Washington
VIRAY, Manuel A., Philippine Embassy, Washington
VOGEL, Ralph H., International Education Exchange Service, Dept. of State
VON KLEMPERER, Lily, Miss, Institute International Education, New York

-W-

WALKER, William A.R., West Indies Students Liaison Officer, Washington
WALI, Isa, S., Nigeria Liaison Office, Washington
WALTER, George H., Airport Reception Hospitality Committee for International Center, Falls Church
WALTON, Barbara, Mrs., Institute of International Education, New York
WALN, James A., International Cooperation Administration, Washington
WARBURG, Edward M. M., Board of Regents of University of the State of New York
WARBURG, Edward M M Mrs., Institute International Education, New York
WARMBRUNN, Werner, Foreign Students Advisor, Stanford University
WARNOCK, Olen, Office of International Labor Affairs, Department of Labor
WASHBURN, Wilcomb, E., Division of Political History, Smithsonian Institution Washington
WASHINGTON, Forrestei B., Harmon Foundation, New York
WATTS, George B., Fulbright Adviser, Davidson College
WEIDNER, Edward W., Institute of Research on Overseas Programs, Michigan State University
WELLS, Elizabeth C., Training Branch, Division of International Cooperation C.B. Department Health Education Welfare, Washington
WELTY, Paul S. World Council of the Organizations of the Teaching Professions
WENDT, Erwin W., Liaison Officer, Training Division Staff, International Cooperation Administration., Washington
WERTS, Leo, R., Secretary for International Labor Affairs, U. S. Department of Labor, Washington
WEST, William A., International Center, University of Michigan
WHALEN, Cecile M., Miss, International Training Programs, Social Services Administrations, Dept. of Health Education and Welfare, Washington
WHALEY, Randall M., National Academy of Science, Washingtom
WHITELAW, John B., Teacher Education, U. S. Office of Education, Washington
WHITELAW, Helen S., Mrs., Planned Parenthood Federation of America Inc. Rockville, Md.
WHITNEY, Gertrude S., Mrs., Atlantique, New York
WHITTET, Jean M., Miss, National Board YWCA, College & University Division New York
WILBUR, C. Martin, East Asian Institute of Columbia University, New York
WILDER, Philip S., Foreign Student Advisor, Bowdoin College, Brunswick, Me.
WILEY, Woodward, International House, New York
WILGUS, A. Curtis, School of Inter-American Studies, University of Florida
WILKINS, Theresa, B., Mrs., U. S. Office of Education, Washington

WILLARD, Nedd, Federation of French Alliances, New York
WILLIAMS, Carla S., Mrs., People to People Program
WILLIAMS, David B., Cornell University, Ithaca
WILLIAMS, Edward I. F., Kappa Delta Pi, Tiffin, Ohio Education Forum
WILLIAMS, Margaret, H., Mrs., United States Information Agency
WILSON, Edward Foss, Department of Health, Education & Welfare, Ass't Sec'y
WILSON, Orme, Member of Washington Committee, Washington Office of IIE
WINEGAR, Elizabeth A., Miss, World University Service, New York
WODLINGER, David B., Institute of International Education, N. Y.
WOLFE, John K., General Electric Co., Schenectady
WOOLF, E. Warren, Baptist Student Union , Georgia Tech.
WOOLFOLK, A. Meredith, Miss, Foreign Student Service Council,
WOLFSTON, Patricia S., Mrs., American Scandinavian Foundation, New York
WORMALD, Frederick L., Association of American College, Washington
WRIGHT, Louise L., Mrs., Formerly of Institute of International Education
WULFSBERG, Fredrik, Embassy of Norway, Washington

-Y-

YETES, Gerard F., Georgetown University
YOST, Paul W., American National Red Cross, Washington
YOUNG, Francis A., Conference Board of Associated Research Councils, Washington
YOUNG, Herrick B., Western College for Women, Oxford, Ohio
YUN, Suk H., Korean Embassy, Washington, D. C.

-Z-

ZALINGER, Alvin D., Boston University, Sociology Department
ZARIC, Mirko, Yugoslav Embassy, Washington
ZEMPEL, Arnold L., Department of Labor
ZIMMERMAN, Giles L., International House of Philadelphia
ZIMMERMAN, William N., Institute of International Education, Chicago

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N.Y., LEhigh 5-3400. Cable Address: INTERED

MEMORANDUM

January 28, 1959

TO: Conference Delegates

FROM: Pearl G. Purcell, Conference Director

SUBJECT: Conference Facilities and Services

Conference Information

Inquiries concerning any aspect of the Conference should be directed in the first instance to the Conference Information Desk in the Promenade. If necessary, questions will be referred by this desk to the Conference Secretariat which is located in Rooms 282-283 of the Hotel.

Messages and Telephone Calls

Messages for Conference delegates should be left at the Conference Information Desk in the Promenade.

Delegates' Lounge

Throughout the Conference, the North Room on the main floor of the Hotel will be used as a Delegates' Lounge. Coffee will be served on Wednesday, January 28, from 9:30 to 11 a.m.

Information on Exchange Programs

Members of the Institute staff will be available to answer general inquiries on exchange of persons programs from 9:30 a.m. to 12 noon and from 2 p.m. to 5 p.m. on Wednesday, Thursday, and Friday in the Delegates' Lounge (North Room). Literatu on exchange activities will be available at this desk in limited quantity.

Award Dinner Reservations

A special table for Award Dinner reservations is set up in the Promenade. Reservations will be accepted until 4 p.m. on Friday. No one will be admitted to the Dinner without a reservation. Delegates planning to bring their husbands or wives should obtain separate Admission Cards for them at the Award Dinner table. Since seating at the Dinner will be pre-arranged, seating preferences, if any, should be made known to the staff at the Award Dinner table.

Badges

Delegates, observers, staff, and representatives of the press are requested to wear their badges at all times. No one will be admitted to the plenary session at which the President speaks without a badge.

Aaron, John A.

9503 La Jolla Farms Road
La Jolla, California
April 14, 1964

Dear John,

I am writing to tell you that Ed appreciated your note and your Passover greetings. We were quite concious of the Passover season this year because Jonas Salk's mother was visiting. She prepared a beautiful dinner, and was almost overcome with emotion because her eldest grandson said the Sader Service in Hebrew (which he had learned during a summer he spent in Israel.)

But all this is beside the point, for I want to tell you that the reason Ed is not replying to your note is that he is ill with what he calls "a spot of pneumonia." He could have done without that! It is hard to know how this could have happened, except that California is full of flu this winter, and the doctors say that in many cases is has a nasty way of turning into pneumonia. Now our objective is to get Ed well enough to travel back to the East in May. I think we will go direct to Pawling. I will be talking with you on the 'phone one of these days.

Meantime, I hope all goes well with you, and that Lyn receives the information she wants from Mount Holyoke.

Sincerely,

Mr. John A. Aaron
57 Manor Road
Paterson
New Jersey

JOHN A. AARON
57 MANOR ROAD
PATERSON, NEW JERSEY

Replied - April 14, JM.

March 28th

Dear Ed:

Tried to reach you on the phone, but the number Jim Seward gave me just got me as far as your landlord.

In any event, knowing your tremendous enthusiasm and sentiments about holidays, I wanted to wish you the best for Passover - and, of course, Easter!

I hope all's going well and that one of these days we'll see each other again. It's getting lonely without you.

My best to Janet. And when you're so inclined, drop me a line.

Regards,

John

Aaron, John A.

JOHN A. AARON
57 MANOR ROAD
PATERSON, NEW JERSEY

Monday, February 10th, 1964

Dear Ed:

Had lunch with Jim Seward and that's how I succeeded in tracking you down. Needless to say, I hope you're on your way to better days again and that in due course you'll be stirring up the animals.

I had hoped to come out to the coast in mid-March with Illene and Lynn, but our travel plans changed and we're going to Bermuda again. We were there last year during Lynn's spring vacation and liked it so much we decided to give it another try.

Incidentally, Lynn will be going to college this fall and will probably go to Mt. Holyoke - if she gets in! If not, I'll get her a job in the local five and ten. After all, she's conned me for all these years; let her try her talents on someone else.

Enough of this home stuff. Jesse is settled down over at ABC and seems to like it, though he's not used to getting up before noon. I'm winding up the 13-week series of Alumni Fun. It didn't do much in the review department, but the ratings are much better than anyone expected and I guess that's all that matters. (Things haven't changed in tv).

I'm currently preparing a series to be written by Art Buchwald and hosted by Daly. It's called "Where Are they Now" - based on the Newsweek feature. I'm also working on a possible daytime travel-quiz show with Dick Joseph (remember him ?). And had a brief conversation with Gary Moore today on the prospects of his trying his hand on "Place to Place." I don't know if anything will come of all this, but it probably won't take too long to find out.

JOHN A. AARON
57 MANOR ROAD
PATERSON, NEW JERSEY

How about yourself ? What are you doing to break the monotomy? The more I think of it, the more I'm convinced you ought to write your autobiography. You could record a little each day and before you know it, you've got a best-seller. I'd be interested in working on this project with you if you needed some help or prodding.

Incidentally, I've seen Pat Weaver several times. He's bought a home in Santa Monica and is up to his neck in his pay-tv operation. He's asked me several times if I thought you'd be interested in directing the cultural and educational programming they plan to do. I said I had no idea what your future plans are, but that when I wrote to you next, I'd pass the word along.

The big excitement here at the moment is the invasion of the Beatles. I caught them on the Sullivan show last nite and must confess I kinda liked them.

Thought the Scotty Reston and Gould pieces on you were excellent. I suppose you saw the Journal American editorial - nice, but a little late in coming.

Since this letter is so dis-jointed anyway(probably the result of my cutting down to two drinks a day), I'll give you one or two of the better jokes I've heard lately.

A drunk is zig-zagging down the street. Approaching him are two nuns walking together. The drunk weaves through between them, stops suddenly, turns around, takes a look and says:"I wonder how she did that."

Then there's the very little man who tells his doctor his size is driving him crazy. The doctor tells him to forget it; he may be small, but so was Napoleon, etc He should think big and he'll feel big. The little man is relieved and convinced. He walks out of the doctor's office - and a cat eats him!

JOHN A. AARON
57 MANOR ROAD
PATERSON, NEW JERSEY

One more: A guy goes to his doctor and says he's a nervous wreck, can't sleep, yells at his wife and beats his kids. The doctor asks if he dreams. He says yes, he dreams at nite that he's a bus driver, that he takes his bus from N.Y. to Chicago, lays over a half hour, then drives from Chi. to Denver, lays over again and then takes the bus from Denver to LA. He says by the time he gets to L.A. he's wide awake and totally exhausted. The doctor says he has a solution. The man should go on dreaming he's a bus driver, take the bus from N.Y. to Chicago, but when he gets to Chicago, he should call the doctor and the doctor will drive the bus from Chi. to Denver and from Denver to L.A. and that way the patient won't be so tired in the morning. Three weeks later, the patient returns & says he never felt better in his life.

The next day another man tells the doctor he can't sleep either, he's also exhausted and irritable and in his dreams every night goes to bed with a blonde, a red-head and a brunette. The doctor says keep going to bed, but just take on the blonde. When you're through with her, call me and I'll take care of the other two girls, thus saving your strength when you wake up. Three weeks later the patient returns, looking worse than ever. The doctor asks if the patient has followed instructions. The answer is yes and the doctor says he can't understand it. The patient says it's this way doc: "I go to bed with the blonde in my dreams every nite, just as you told me to. But when it's time to take on the next girl and I try to call you, you're always on that damned bus, driving between Chicago and Denver or Denver and L.A."

That's about it. But let me hear from you, or at least get Janet to let us know what's going on in the Murrow family.(I heard about Casey & Yale - you must be real proud.) Illene sends love to you both and I, of course, send my best - as always

John

Aaron, J. A.

JOHN A. AARON
57 MANOR ROAD
PATERSON, NEW JERSEY

November 20th '59

Dear Ed:

It's been a long time between drinks...and oh for those placid days of radio when the only mistakes anyone cared about was getting a per centage wrong!

I don't think we've heard the last of the "Good Doctor" and P to P, but if and when the time comes when we have to "open up", we're well prepared. All those seemingly pointless memos we wrote and filed over the years may come in handy one of these days.

Boy, did you pick a good year to take off!

There are a couple of big things cooking(one with I.B.M.) and if you're interested, let us know.

Incidentally, we're planning to move back to New York next fall. And since we are sending Lynn to private school, I have taken the liberty of using you as a reference. I hope you don't mind and don't tell them the truth!

Would like to hear from you if you ever pull this letter out from under the stack. Meanwhile, Illene and I send our love to Janet and Casey.

Stay away from those ski slopes!

John

John Aaron and Jesse Zousmer

present

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William Morris Agency, Inc.

Personal!

"SOUND OFF"

.... an exciting NEW half-hour weekly television series

.... predicated on the proposition that

.... PEOPLE are more interesting than anybody

.... featuring

.... EDWARD R. MURROW

.... and the VOICES and FACES of

.... REAL people

.... taped on LOCATION against NATURAL backgrounds

.... in DIFFERENT cities across the country

.... EACH week

.... (sometimes even ABROAD)

.... as they

.... "SOUND OFF"

.... on subjects of interest to EVERYONE --

.... "Should age have been a factor in firing Casey Stengel?"

.... "Do barbers talk too much?"

.... "What was your first reaction when you were told you had triplets?"

.... "The name 'Polaris' was in the papers this week - what is it?"

.... "Why does everyone pick on taxi drivers?"

.... here, for the FIRST time on television

.... the <u>PEOPLE</u>

.... have an opportunity to PARTICIPATE on their OWN show

.... to show their FACES

.... to express their OPINIONS

.... to reflect the locale in which they <u>LIVE</u>

.... and to address themselves to someone of STATURE such as

.... EDWARD R. MURROW who

.... in 45 seconds sets up the QUESTION with a

.... brief "ESSAY"

.... COMMENTS, when necessary, on the ANSWERS

.... SUMMARIZES with a not-too-serious moral

.... TWICE

.... in the course of a half hour roundup

.... with one question on the SERIOUS side

.... one question on the LIGHTER side

.... PLUS - -

.... combining the obvious element of CANDID CAMERA

.... and the most successful element of WHAT'S MY LINE

.... we will have in each of the TWO roundups

.... a CELEBRITY --

.... a MARILYN MONROE

.... a MILTON BERLE

.... a BERNARD BARUCH

.... expressing his or her views for SHOCK value

.... and BILLBOARDING purposes

.... giving even more DIVERSITY to a program which can play on

.... QUESTIONS

.... OCCUPATIONS

.... LOCALES

.... SEASONS and

.... EVENTS

.... all of which combined offer tremendous PROMOTIONAL opportunities

.... for the ADVERTISER

.... and fast-paced ENTERTAINMENT for the television AUDIENCE

.... who want to "SOUND OFF"

.... and who are interested in hearing OTHERS

.... "SOUND OFF" too.

.... it's NEW

.... it's DIFFERENT

.... it's the type of show that could pull RATINGS

.... and

.... it can be operational SOON.

4-C-1 Aaron

Burke - CBS

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EDC1297/CBS3 NEWYORK 142/1/50 23 315P

ED MURROW COLBROSYS LONDON

AARON AND ZOUSMER SAY THEY RECEIVED FOLLOWING FROM STANTON QUOTE
I HAVE JUST READ YOUR LETTER OF TODAY STOP PARAGRAPH MY STATEMENT
THAT IN THE FUTURE WE WANT ALL CBS PROGRAMS TO BE EXACTLY WHAT
THEY PURPORT TO BE WAS CERTAINLY NOT INTENDED AS A SLUR

Sent 9/5

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RAD EDC

HEAD OFFICE:
27/33, WORMWOOD STREET,
LONDON, E.C.2.

THE FOLLOWING CABLEGRAM WAS RECEIVED "VIA COMMERCIAL"

AI

EDC1297/CBS3 ED MUR 2/50

ON PERSON TO PERSON COMMA ITS PRODUCERS AND STAFF COMMA OR ON THE MANY GUESTS WHO HAVE APPEARED ON THAT PROGRAM STOP INDEED COMMA IT REFERRED TO A PRODUCTION PRACTICE FOR WHICH COMMA AS I HAVE ADMITTED COMMA WE AT CBS HAVE BEEN AT LEAST AS RESPONSIBLE AS ANYONE ELSE

Copy

Commercial Cables

SUBSIDIARY OF
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SEND REPLY
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Mackay Radio

All America Cables and Radio

HEAD OFFICE:
27/33, WORMWOOD STREET,
LONDON, E.C.2.

THE FOLLOWING CABLEGRAM WAS RECEIVED "VIA COMMERCIAL"

AL EDC1297/CBS3 ED MUR 3/42

STOP PARAGRAPH ALL I HAVE ASKED OF YOU IS THAT YOU INFORM THE VIEWEING PUBLIC OF THE PRODUCTION PRACTICES ON PERSON TO PERSON SO THAT THE PROGRAM CAN BE EXACTLY WHAT IT PURPORTS TO BE SINCERELY CC TO MURROW UNQUOTE REGARDS

BURKE

Sorry

Aaron. John

CBS TELEVISION NETWORK

Office Communicatio

to: Mr. Dawson cc: Mr. Murrow

from: Mr. Aaron

Ed
Fil
John

February 19, 1959

Regarding Revlon's request for a change in format which would provide for three one-minute commercials, Jesse and I are agreeable to going along with it, despite the fact that this now represents the eighteenth change made on the program since the start of this season.

I assume you will advise Grant Tinker and in due course will let us know when this is to go into effect. We'd also appreciate your finding out if Kent intends to follow the same procedure.

TA

Aaron, John

CBS NEWS

Office Communication

to: John Aaron

from: Ed Murrow

November 18, 1958

A guy named Steinkraus, head of the U.S. Equestrian Team, 195 Compo Road Westport - telephone Capitol 7-3333.

Talks fairly well, rides horses. Reputed to be good musician, of some strange instrument I don't know. Sister is a pianist.

Told him somebody would communicate.

Ugs.

RHINELANDER 4-3386

123 EAST 79TH STREET
NEW YORK CITY

October 12, 1958.

Dear Ed- Will see

This note is to introduce to you a friend of ours called Curt Rosenthal. He has been very much connected with the horse show world all his life (that is how Frankie first knew him) and is apparently doing some public relations work for the American Olympic equestrian team. Anyway I told him I would write you this letter, so when he calls your secretary will know who he is.

When, oh when will we ever see you? I know how busy you both are and I am struggling away day and night for Akers. Could you, Janet and Casey come for a quiet weekend after November 4th? It has been far too long since we have seen you.

Ever affectionately,

Marietta

to Mrs M.

U.S. Quintuplets

Steinways —

195 Compo Rd.

Westport. —

Capitol - 7-3333 -

Music. -

Smith Premier. —

Studio. - 30 E. 37.

O.B. Hanson.

Teams in March. —

Royal Fish —

Beck, Jack

ACADEMY OF TELEVISION ARTS AND SCIENCES
FOUNDATION
7188 Sunset Boulevard • Hollywood 46, California • Telephone 467-5115

RICHARD REINAUER
Executive Director

April 7, 1964

Mr. Jack Beck
c/o CBS Reports
6121 Sunset Boulevard
Hollywood 28, California

Dear Jack:

Here is the letter we discussed. Trust you will be able to forward it as soon as possible.

Regards,

Dick/ah

Dick

RR/ah
attach.

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EDWARD E. HALL
Western Manager
Affiliate Relations

APRIL 16, 1964

MR. EDWARD R. MURROW
% DR. JONAS SALK
6001 LAJOLLA SCENIC DRIVE
LAJOLLA, CALIFORNIA

DEAR ED:

GEORGE WHITNEY, WHO MANAGES OUR AFFILIATE, KFMB-TV, IN SAN DIEGO, HAS OFFERED ANY SERVICES HE MIGHT BE ABLE TO RENDER TO YOU DURING YOUR STAY IN LAJOLLA.

GEORGE IS AN OLD-TIMER, AN EXCELLENT BROADCASTER, AND AN INTERESTING GUY TO TALK WITH IF YOU ARE INTERESTED.

I HOPE YOU ARE WELL ON YOUR WAY TO RECOVERY. IT HAS BEEN A LONG TIME SINCE WE HAD A DRINK TOGETHER AT LOUIS & ARMAND'S...

KINDEST PERSONAL REGARDS.

SINCERELY,

Eddie Hall

EEH:AKS

CBS NEWS

Office Communication

Dear Ed:

The word is out that I know where you are.

I can't tell - but once in a while somebody asks me to forward something as in the present instance.

I hope you are progressing well in the La Jolla sun and of course you are in the thoughts of all of us.

I've just returned from a quick trip to New York where I watched brother Fred laying about him with renewed frenzy in the wake of his accession. I think that now he has had the honor he'd just as soon be excused from the board room to return to the cutting room.

When you feel up to visitors, flash a signal.

As ever,

Jack

Jack Beck

CBS NEWS

Office Communication

to: Fred, Ed

from: Jack Beck

November 23, 1960

More background on Palomar. I've found that USIA and the Royal Geographical Society are after the same sort of observatory film that I've been searching out. We ran into each other at the Jerry Fairbanks Co.

I looked over the beginning of Harrison Brown's lunar research project yesterday. Lots of impressive closeups of the moon taken by the 100 inch and 200 inch scopes.

Incidentally, he leaves for Moscow this Friday on a project worth keeping in mind. He goes with more than a score of our top scientists, including Jerry Weisner, to meet, in Moscow with an equivalent number of scientists from the communist world. Subject: disarmament. The venture will be the fifth or sixth such meeting in the past couple of years -- the others having taken place in Canada and Kitzbuehel, Austria.

The undertaking has the blessing of the State Department and from what Brown tells me it seems likely that what is afoot is an informal effort to reach points of agreement among the scientific communities where no diplomatic prestige

CBS NEWS

Office Communication

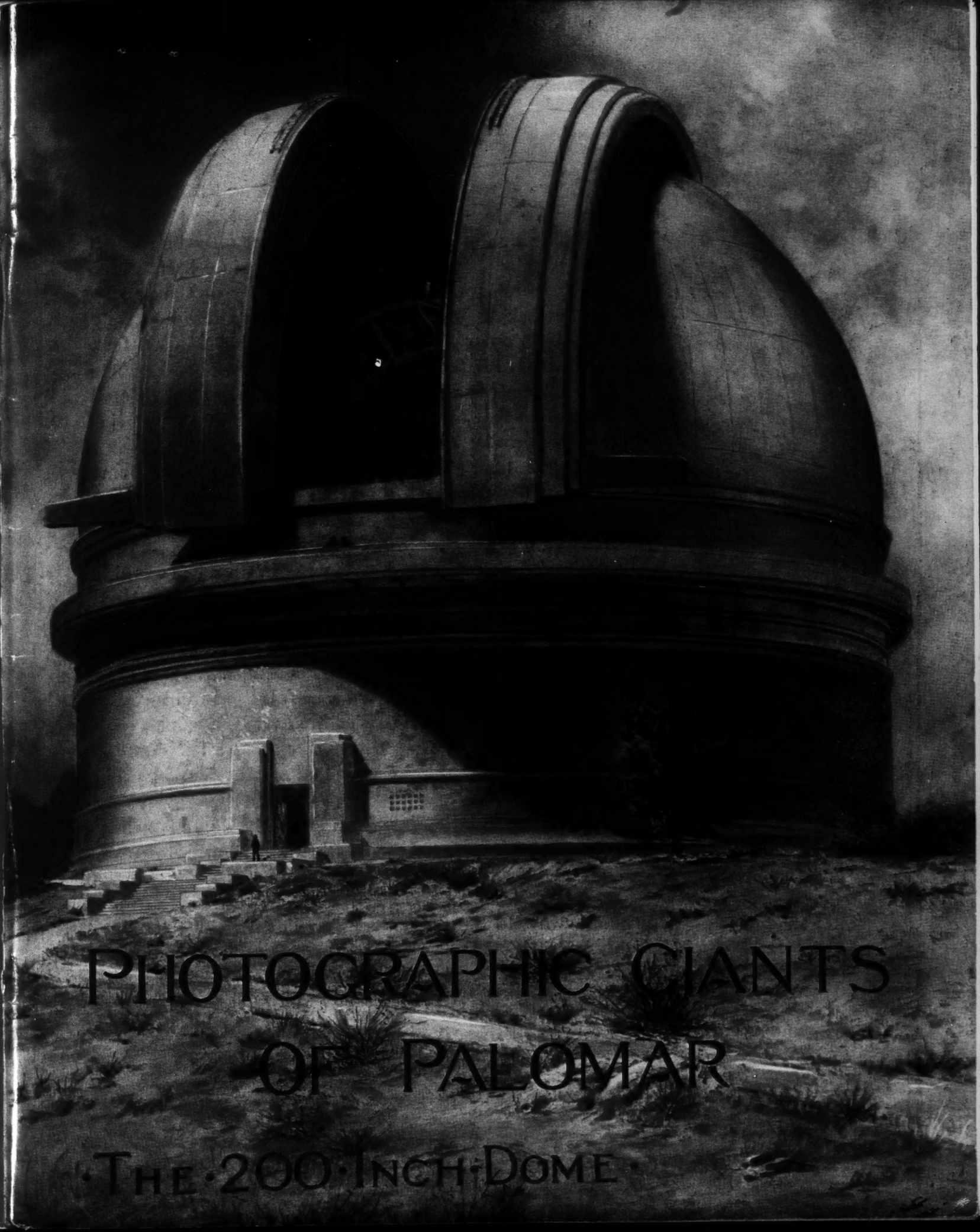
to: ERM, FWF

from: Jack Beck

nor face-saving positions must be maintained. Other meetings, says Brown, have indicated that the Russians are interested in using this means of marking out areas of initial agreement since the conversations are not conducted in the glare of publicity. He says the Russians are evidently interested because they're allowing the top men of their rocket, space, and atomic energy programs to participate, including Kapitza whom he says is usually kept under wraps.

I've been dividing my time between space and the governors. The longer I work on the latter the more I think we may have something useful in half-hour form. I've been working on the text thus far, hope to start editing tape next week.

JB



PHOTOGRAPHIC GIANTS OF PALOMAR

·THE·200·INCH·DOME·

THE FRONT COVER

SEVERAL years were spent observing with small telescopes at numerous sites to determine which one offered the best "seeing." The Palomar site was chosen not only because it offered the best, astronomically, but also because it is located far enough from large cities to be practically unaffected by their scattered sky light. The site is located on a comparatively flat area on Palomar Mountain at an elevation of 5600 feet.

The dome is 137 feet in diameter and consists of a double wall with a four-foot air space between. Air may be circulated in this space so that the daytime temperature of the interior of the dome may be kept as near as possible to the observing night-time temperature. The lower part of the dome contains two floor levels built around the stationary base frame of the telescope. On the lower floor are the photographic dark rooms, offices, laboratories, lounge, library, midnight kitchenette, and air conditioning machinery. On the mezzanine floor are the switchboards, motor-generator sets, control panels for the elevators, and the oil pumping system. The upper, rotating part of the dome is made of ⅜-inch steel plates welded over a steel framework and weighs 1,000 tons. It rotates on 32 four-wheeled trucks riding on carefully ground circular tracks, and is driven by four rubber-tired friction wheels each of which is driven by a five-horsepower motor. The dome is provided with a split shutter which allows a clear opening of 30 feet.

Incidentally, and by pure coincidence, the dome is nearly the same size and shape as the Pantheon at Rome. However, the Pantheon has walls of stone 20 feet thick.

The public is taken through the main entrance and up a spiral stairway, to the main floor for viewing the telescope. Visitors are restricted to a glassed-in enclosure to prevent their body heat from disturbing the temperature of the interior of the dome.

PHOTOGRAPHIC GIANTS OF PALOMAR

by

JAMES S. FASSERO

Astrophysics, California Institute of Technology

Drawings by

DR. R. W. PORTER

Astrophysics, California Institute of Technology

WESTERNLORE PRESS

BOOKS OF THE WEST – FROM THE WEST

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JAMES S. FASSERO

(Revised and Enlarged Edition—Sixth Printing)

PRINTED IN THE UNITED STATES OF AMERICA

FOREWORD

By DR. MAX MASON
Chairman of the Observatory Council

GEORGE ELLERY HALE, that great astronomer and statesman of science, conceived the project of building a telescope of two hundred inch aperture. Funds for the construction were given to the California Institute of Technology by the Rockefeller Boards.

The staff of the Mount Wilson Observatory of the Carnegie Institution of Washington joined with the scientists and engineers of the California Institute of Technology in directing the long task of scientific study and precise engineering.

The great telescope is a light gathering instrument—a fast telescopic camera. It will be used photographically, not visually, to study faint and distant nebulæ, those universes of suns, and to analyze into high detail the nature of the light received from stars and planets, to penetrate farther into the distant reaches of space, photographing over hours of exposure time the remote members of the cosmos.

First, then, more knowledge of the make-up of the cosmos. But there is another phase of modern astronomy. All science today is really one—its field the study of the electrical constitution and the behavior of the elements. We study this in terrestrial laboratories. But in the stars, and in inter-stellar space, matter exists under conditions which we cannot reproduce on earth. We cannot reproduce the enormous temperatures and pressures within the suns. Nor can we pump out the gas of a vacuum tube to have matter in as rarefied and attenuated a form as exists in interstellar space. The astrophysicist analyzes the light received from the suns and the effect on it of the attenuated gas in space and so uses the whole of the cosmos as a laboratory to learn of nature's laws.

Man wants to know and nothing will stop him. We grope dimly through our ignorance, driven by an insatiable curiosity inherited from our simian ancestors. We feel that we are a part of an all-embracing unity. We have learned that all matter is alive, sending energy, the source of life, back and forth through space, and that we, organic life in evolution, are a part of the great orderly universe. Our knowledge is in its infancy, but we press rapidly forward, learning of the make-up of the cosmos, the evolution of the stars as they are born, mature and age, the life history of whole universes of suns, and the laws of behavior of the very matter which makes the bodies which our minds and spirits inhabit. We seek nothing less than clues to the great mystery of existence, and knowledge to gain conscious control of man's evolution.

THE ARTIST

Dr. Russell W. Porter, well known to amateur telescope makers the world over, made this fine collection of drawings possible by his ability to faithfully portray mechanical objects in perspective. With pencil and paper he was able to "cut away" sections of the telescope to show the inside details; something which cannot be done with a camera. His artistic and mechanical abilities have combined to produce a set of drawings which have proved of indispensable value not only to the laymen but to all those who already are familiar with the instruments. Dr. Porter is shown here with the observatory's portable 8-inch f-1 Schmidt camera, which he designed.

Maxfield Parrish, celebrated fellow artist, has this to say of the Porter drawings: "If these drawings had been made from the telescope and its machinery after it had been erected they would have been of exceptional excellence, giving an uncanny sense of reality, with shadows accurately cast and well nigh perfect perspective; but to think that any artist had his pictorial imagination in such working order as to construct these pictures with no other material data than blue prints of plans and elevation of the various intricate forms—is simply beyond belief.

"These drawing should be in a government museum of standards, in a glass case, along with the platinum pound weight, yard stick, etc., to show the world and what comes after just what a mechanical drawing should be.

"Not only that, but the rendering is a work of art, exact and lifelike, and done with a delightful freedom of technique.

"I doubt if there are drawings anywhere which can in any way compare with these for perfection in showing what a stupendous piece of machinery is going to look like when finished. . . . Their creation should be world news."

KEY DRAWING

A MERIDIAN section through the telescope and dome, looking west. This drawing, with marginal references, will enable one to locate and identify the various parts of the instrument shown in more detail in other drawings. The vertical member in the center of the picture is the telescope tube, which weighs 150 tons. The whole mounting weighs 500 tons.

Indicated by faint white lines, parallel light from a celestial object is shown being reflected from the 200-inch mirror and converging near the top of tube at the prime focus (f-3.3). A photograph of the object may be made at this point by the astronomer, who rides in the telescope during the exposure.

If a larger image is required, a Cassegrain mirror is swung into place just below the prime focus, and the light is reflected back down the tube and through a hole in the 200-inch mirror to the Cassegrain focus (f-16). At this point a direct photograph may be made, or as is usually done, a spectrogram taken. To accomplish this, an instrument called the spectrograph is placed at this focus of the telescope, and the light from the celestial object, in passing through it, is separated into all the colors of the rainbow. These colors are crossed by dark lines. It is by the careful study of these lines that the astronomers are able to learn so much about the nebulæ and stars, even though they are unimaginable distances away. By studying the position of the lines, their combination, intensity, whether the lines are single or multiple, etc., the astronomers learn not only what the particular star is made of, but under what temperature, pressure, magnetic field, etc., the various elements exist. In short, almost everything we know about stars and distant nebulæ is revealed by the lines in their spectra.

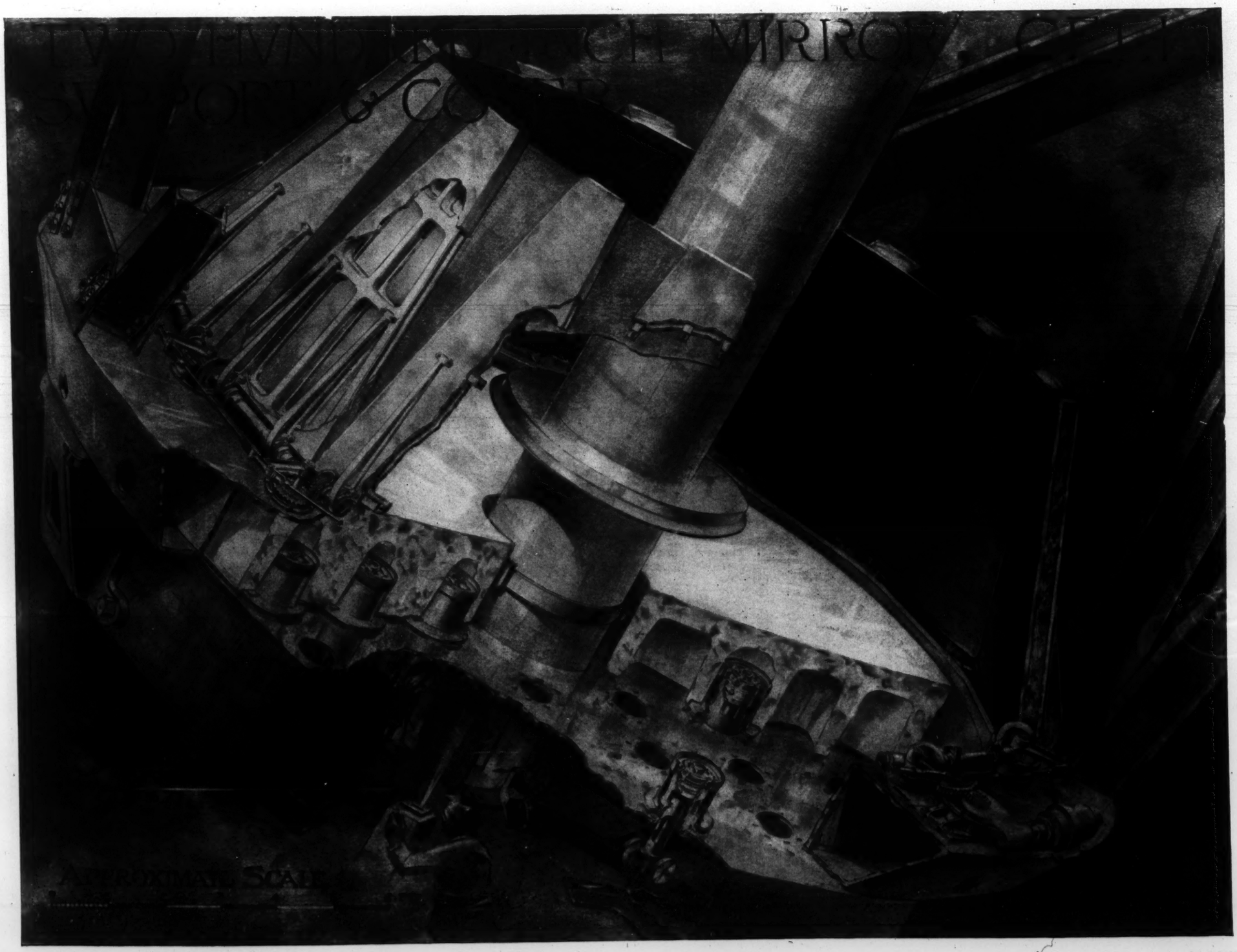
If a still larger image is desired, the Cassegrain mirror is replaced by a coudé mirror which reflects the light to an optical flat (see page 18) at the declination axis (center of picture) which in turn reflects the beam down the polar axis and into the constant temperature room. Coudé focus in this room is f-30, which means the telescope now has an equivalent focal length of 30 times the big mirror's diameter, or 6,000 inches.

PHANTOM DRAWING SHOWING HOW THE OBSERVER GETS ON AND OFF THE TUBE

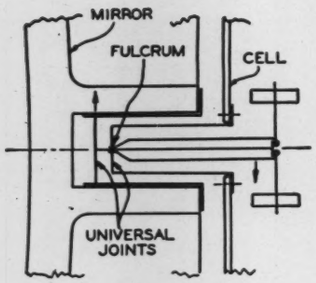
THE 200-INCH MIRROR

THE finished mirror is 200 inches in diameter, about two feet thick and weighs 14¾ tons. To support such a large piece of glass at any angle of inclination and without distortion presented a difficult problem. The mirror was cast with a solid face backed with a honeycomb rib pattern. This pattern made possible 36 points for support. At these points holes were bored from the back into the glass to its center of gravity. In these holes were installed 36 ball-bearing lever systems, so that each unit would exactly balance the amount of glass surrounding it. This drawing shows the mirror and cell cut away to reveal some of the supports. The drawing on the following page shows one of these supports in detail.

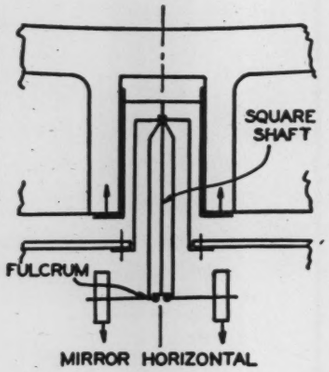
The mirror cover is shown partly closed. The leaves of the cover are so arranged that they form a circular opening, thus acting as an iris diaphragm to stop the mirror down to whatever aperture is desired. The leaves are filled with aluminum foil insulation and are operated by two ½-horsepower motors. The 40-inch hole in the center of the mirror is shown, filled with a coudé support tube on which the coudé flat mirror is clamped when in use. (See page 19.) When this flat is lifted out of the way, light passes through the coudé support tube and forms an image at the Cassegrain focus (f-16) shown below the cell. (f-16 means that at this point the telescope has a focal length of 16 times the diameter of the mirror, or 3,200 inches.) At this focal length the image of the moon would be about 29 inches in diameter.


MIRROR
APPROXIMATE SCALE

MIRROR SUPPORTS

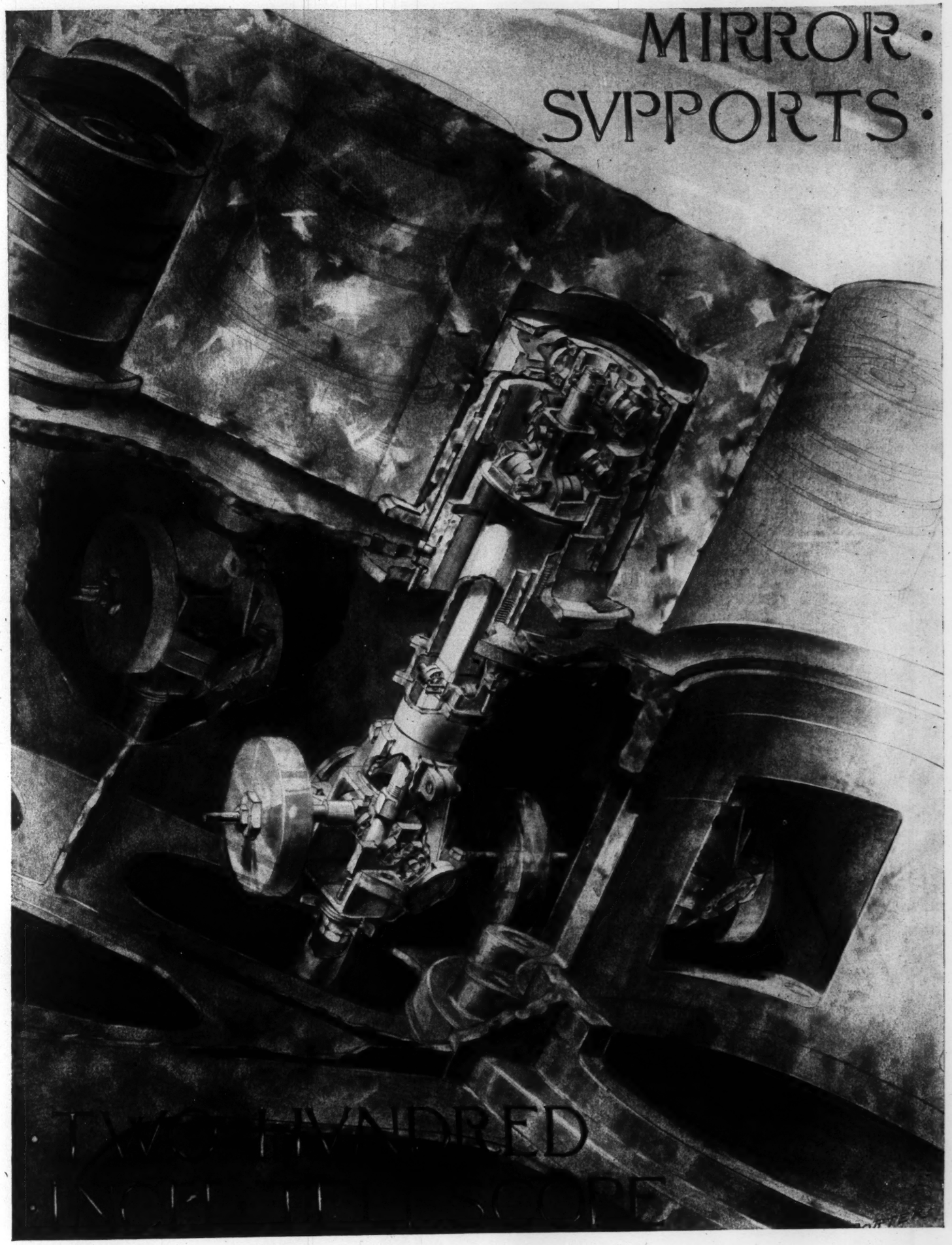


MIRROR VERTICAL



MIRROR HORIZONTAL

THIS is a close-up of one of the 36 mirror supports. The mirror is shown in section in the upper part of the drawing, with the support reaching in to its center of gravity. The cut-away metal section from the center of the drawing down is the mirror cell or the bottom of the telescope tube. The support is shown bolted to this cell, and the fulcrum of the lever system is located above the large rollers shown a few inches inside the glass. This is the fulcrum about which the mirror is balanced when it is on edge, as shown in the first diagram at the left. When the mirror is horizontal, its weight is transferred by the square shaft, through the hollow stem, to the lead counterweights below. These counterweights, working on eccentrics, lift up against the mirror, as may be seen in the second diagram. When the mirror is tilted, the proper combination of these two systems works together to exactly balance the glass at any angle of inclination. To minimize friction, all pivots and guides are on ball bearings.

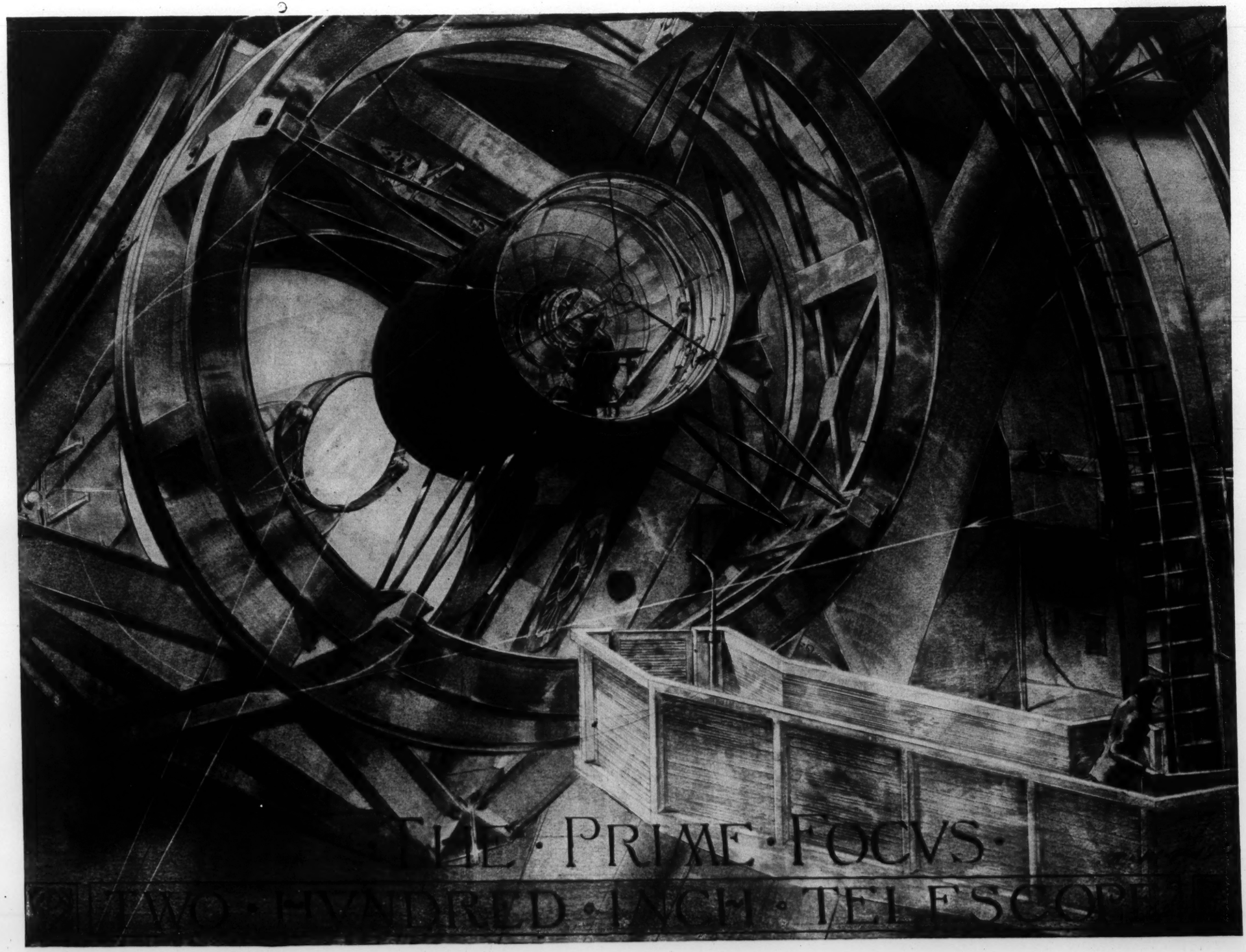

MIRROR·
SVPPORTS·
TWO HVNDRED

PRIME FOCUS CAGE AND PLATFORM

THIS is a view of the telescope looked at almost "head on" from a point just outside the dome. The tube has been lowered until it is nearly horizontal. An astronomer is shown guiding the plate at the prime focus (near the center of the drawing). The bright elliptical object below him and to the left is the coudé flat, which is lifted out of the way when the astronomer is working at the prime focus. The large circular bright object, partially visible at bottom of the tube, is the 200-inch mirror.

In the right foreground is the prime focus platform or elevator. It runs up and down on a curved track attached to the dome, at the side of the shutter opening. Therefore, by rotating the dome and running the elevator up the curved track, the astronomer can get himself and his instruments to the prime focus station in the telescope, no matter where it may be pointing. The curved track is so designed with gearing, that the platform remains level and just clears the telescope in any position. When the telescope is vertical, the astronomer is nearly seventy feet above the main floor. The steps at the right lead to the cab of the 60-ton crane at the top of the dome.

Due to the 40-inch hole already in the 200-inch mirror, this mirror and prime focus cage cut off only nine percent of the reflected light that would otherwise be available. The supports for this cage are 5/8 inches thick and are called knife-edges. Their light interference is negligible. (See also page 13.)

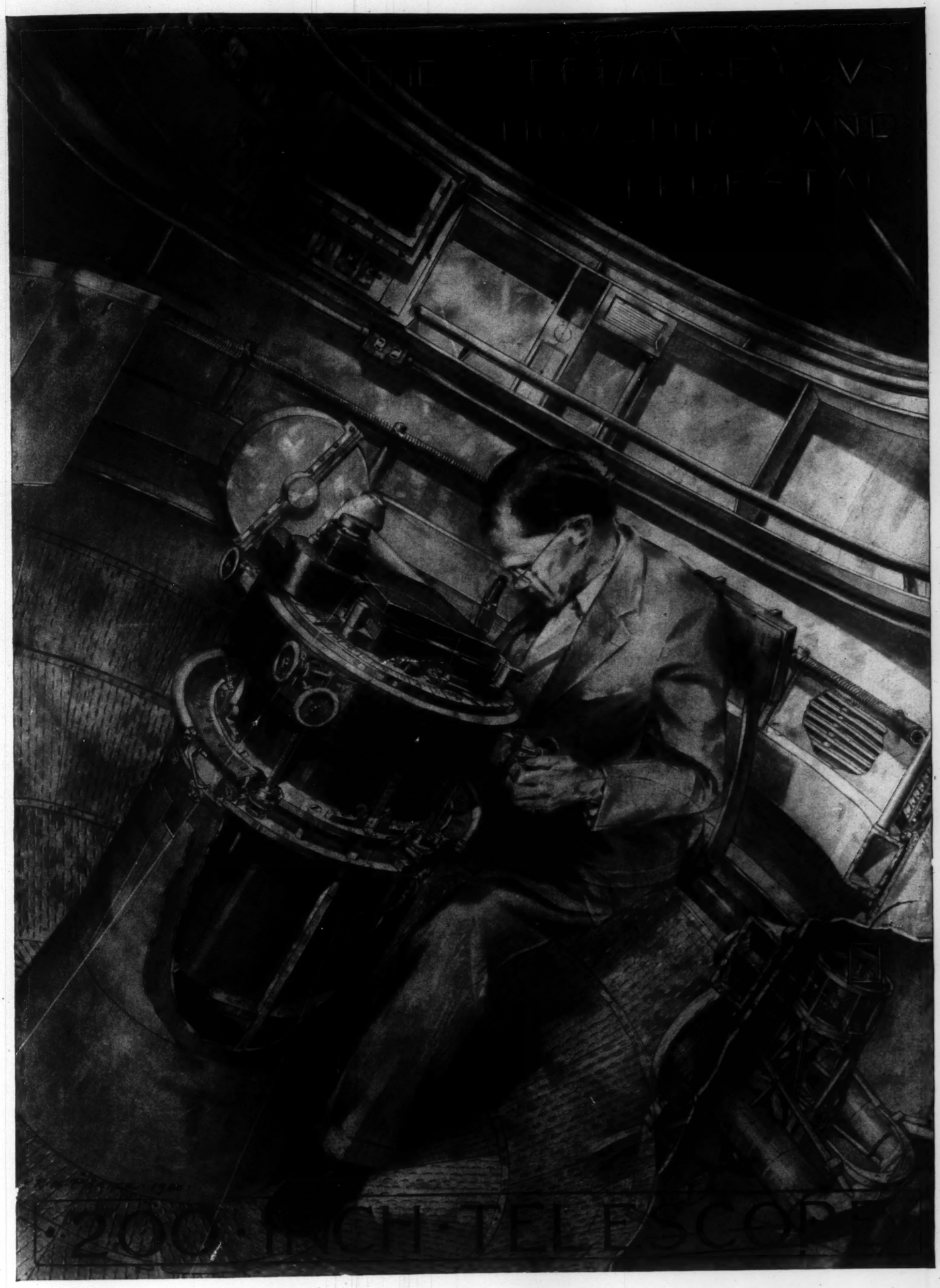

THE · PRIME · FOCVS ·
TWO · HVNDRED · INCH · TELESCOPE

PRIME FOCUS

THIS is a close-up view of the astronomer guiding at the prime focus. The miniature sketch in the lower right-hand corner shows the location of this view with respect to the whole telescope. Usually the light is reflected out to the side of a telescope by a diagonal mirror at a point called the Newtonian focus, but the 200-inch instrument was considered large enough to allow the astronomer to ride within a cage at the top end of the tube, thus eliminating the extra reflection of the diagonal. The image is formed at the photographic plate directly after reflection from the 200-inch mirror.

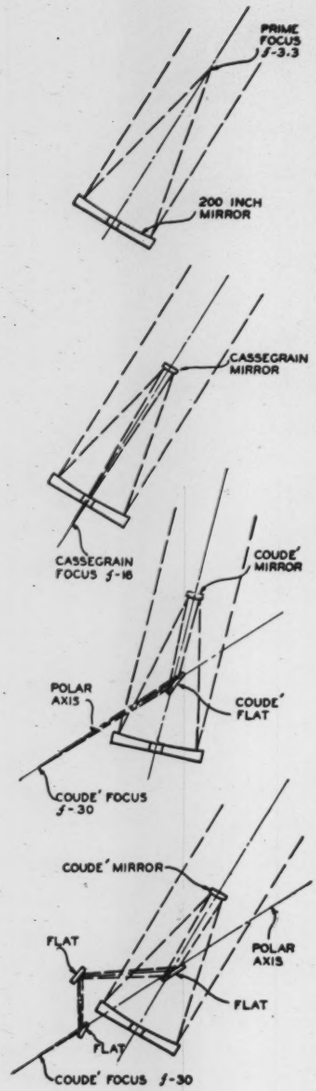
We mentioned above that the astronomer is guiding. What do we mean by guiding a telescope? As you probably know, the stars appear to move across the sky due to the rotation of the Earth. Since a single exposure is often several hours long, the telescope is provided with a drive to follow this apparent motion as closely as possible. This would be relatively simple if it were not for the atmosphere surrounding the Earth. A ray of light from empty space is refracted or bent slightly as it passes through our atmosphere. Our atmosphere is never steady. Its temperature, pressure and motion are constantly changing, which, incidentally, is what causes stars to twinkle. This refraction, due to the atmosphere, combined with deflections of the instrument, etc., causes the images of the stars to drift slightly on the photographic plate. This, of course, would cause the picture to blur. To offset this motion the astronomer sets the cross hair of a microscope on a star beside his plate. Throughout the exposure he peers into the microscope and if the star tends to drift from the center of the cross hair, he moves the plate to follow it by turning the wheels as shown in the drawing. Thus the images of the stars are kept stationary with respect to the photographic plate.

At the top of the drawing are two sets of dials which indicate the point in the sky at which the telescope is directed. The chair tilts and may also be rolled around the inside of the tube, so that the astronomer is always in a comfortable position with respect to the plate holder while the telescope moves.



200 INCH TELESCOPE

CASSEGRAIN AND COUDÉ MIRRORS



NEAR the upper right-hand corner of this drawing may be seen the rectangular photographic plate at the prime focus. Images formed by a parabolic mirror are sharp only on or near the center of the optical axis. However, with a slight sacrifice of definition at the center, a lens may be made which will increase the size of the useful field, thus allowing a larger photograph to be made. These lenses may be seen just below the plate.

The first diagram at the left shows the path of the light beam when the prime focus is used. The image of the moon at this point would be six inches in diameter.

As mentioned earlier, the telescope is not restricted to this one focal length. By intercepting the light with a small convex mirror near the top of the tube, as shown in the second sketch, the light is reflected down through the hole in the 200-inch mirror to the f-16 Cassegrain focus. The equivalent focal length of this combination is 3,200 inches, and the image of the moon would be about 29 inches in diameter.

If a still larger image is desired, the coudé mirror is mechanically lowered in place, and the light is reflected to a flat coudé diagonal which in turn reflects it down the polar axis to the coudé focus as shown in the third sketch. The image of the moon at this point will have a diameter of over 54 inches. The equivalent focal length is 6,000 inches or 500 feet.

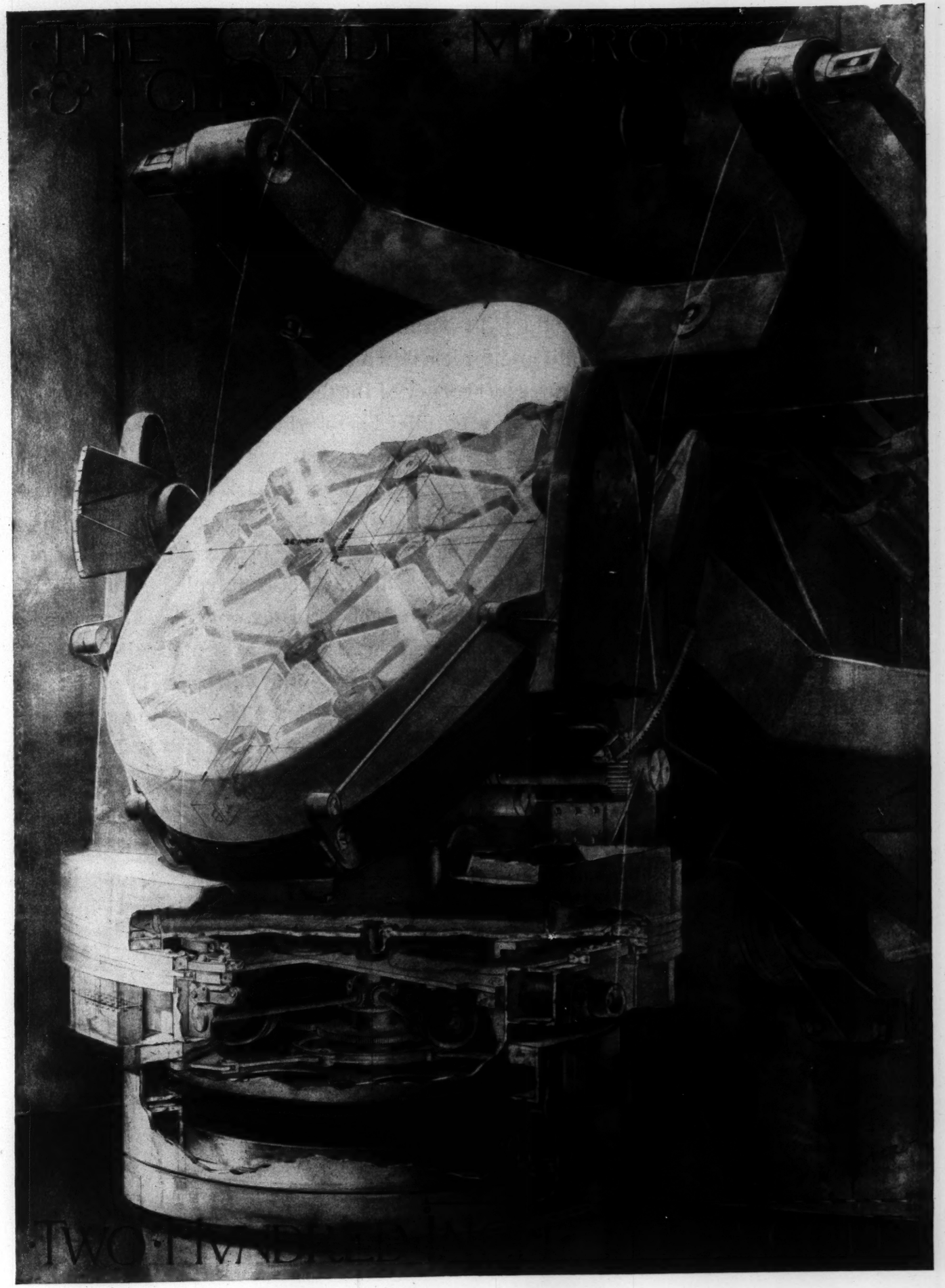
There are certain regions in the northern sky where this combination will not be able to reach due to the interference of the 200-inch mirror with the beam of light going down the polar axis. Therefore, for observations near the north celestial pole, the so-called five-mirror system may be used as shown in the last diagram. The focal ratio still remains at f-30

THE PRI
ASSEGR
WO HUNDRED

COUDÉ DIAGONAL MIRROR

THIS is a close-up of the coudé diagonal mentioned on the preceding page. The mirror is elliptical, measuring 36 x 53 inches, and its surface is an optical flat. The drawing shows the upper part of the glass coated with a thin film of aluminum while the lower part shows the polished glass surface through which may be seen the ribbed structure of the back. When in operation the whole surface of the mirror as well as all the other mirrors in the telescope, have a thin, even aluminum coat. It is because of the elbow-like bending of the rays of light by this mirror that the system gets its name. "Coudé" is a French word meaning "elbow." This mirror is driven half as fast as the telescope in declination, so that the image down in the coudé room remains fixed. Declination is the astronomer's term used to denote the motion of the telescope in the north and south direction.

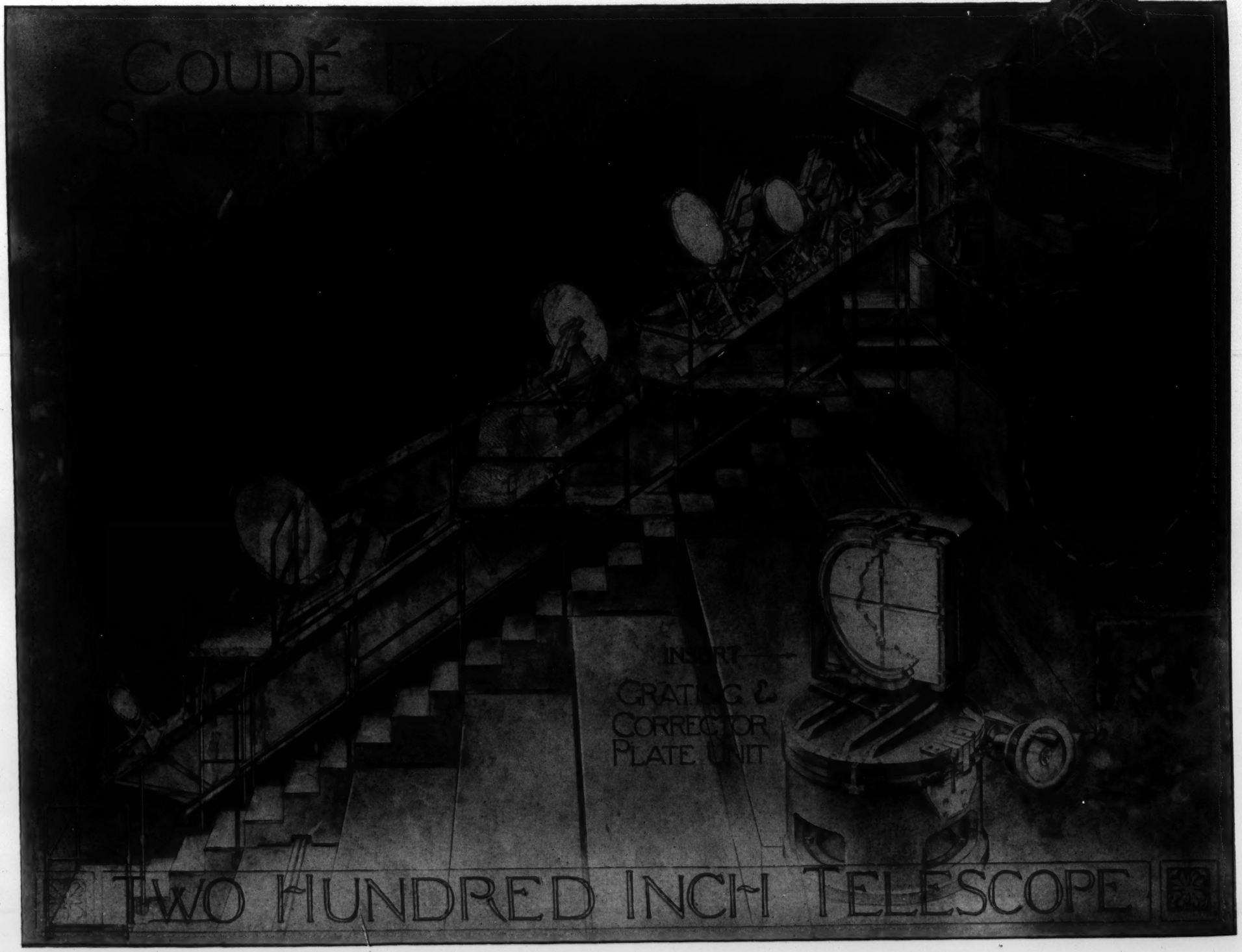
When the coudé focus is not in use, it is desirable to have this mirror out of the way. For this purpose a crane, pivoted against the north wall of the tube, descends to the bottom of the mounting and grips the mechanism on both sides. The mounting automatically releases itself from its support, and the whole unit is lifted out of the way, against the side of the telescope tube. When the mirror is desired back in place, the sequence is automatically repeated in the reverse order. The movements of these units are compensated for by the shifting of weights on the tube, so that the telescope remains balanced at all times.


THE 60 INCH MIRROR
& OTHER
TWO HUNDRED

COUDÉ SPECTROGRAPH

AT THE south end of the telescope is the totally enclosed coudé spectrograph room. An astronomer can be seen in the upper right corner of the drawing examining the image at the coudé focus. Here the light of the object under study passes through a narrow slit and travels down the polar axis to a 12-inch mirror at the lower left corner of the drawing. This mirror reflects the light back as a parallel beam which falls on the grating just behind the slit. The grating separates the light into all the colors of the spectrum and reflects it back into one of four Schmidt cameras seen in the drawing. The grating required here is one having a ruled area twelve inches square. A satisfactory grating of this size has not yet been ruled, so this had to be made up of four six-inch gratings optically aligned as shown in the inset. The present gratings are ruled with 10,000 lines per inch on an aluminum coating which has been evaporated on an optically flat glass blank. The grating may be changed to another of different groove-form if it is desirable to concentrate the light in a given order of the spectrum.

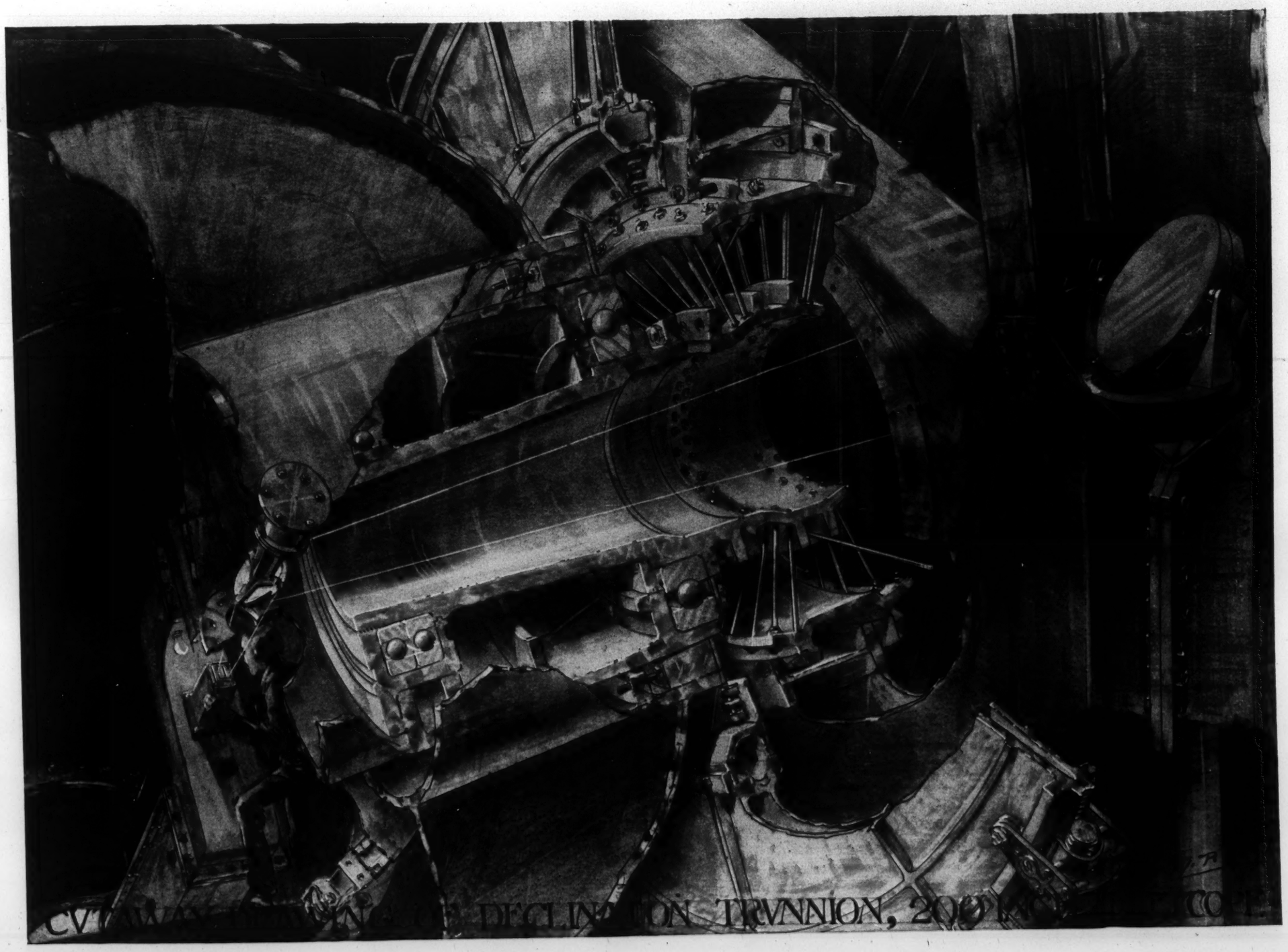
The four Schmidt cameras have mirrors ranging from 20-inch to 48-inch diameter and they photograph the spectrum on plates ranging from one inch by six inches to one inch by twenty-two inches. The correction plate for the Schmidt cameras is placed directly in front of the grating.


COUDÉ
INSERT
GRATING &
CORRECTOR
PLATE UNIT
TWO HUNDRED INCH TELESCOPE

EAST DECLINATION TRUNNION

As mentioned previously, the main tube of the telescope is mounted to rotate in the north and south direction on two large declination bearings. This drawing shows the one on the east side of the tube. Large ball bearings are shown in section around the hollow spindle. The spindle is fastened to the tube by two rows of steel rods similar to bicycle spokes. These were used to incorporate enough flexibility to eliminate binding due to deflections of the mounting as the telescope moves to follow the stars. The direction of flexure was controlled by the selection of the proper angle between the two rows of spokes.

This drawing also shows one of the future observation stations not previously mentioned. It has the same aperture (f-16) as the Cassegrain station at the bottom of the telescope tube, but in this case it is located in the middle of the east ten-foot tubular girder. For this station the coudé flat mirror is used. It is turned so that it reflects the light through the hollow declination spindle to a small flat mirror in the tubular girder. The small flat mirror reflects the light down the tube to the focal point; where, in this case, is located the slit of a spectrograph. Access to this station is by means of steps within the tubular girder shown on page 30.



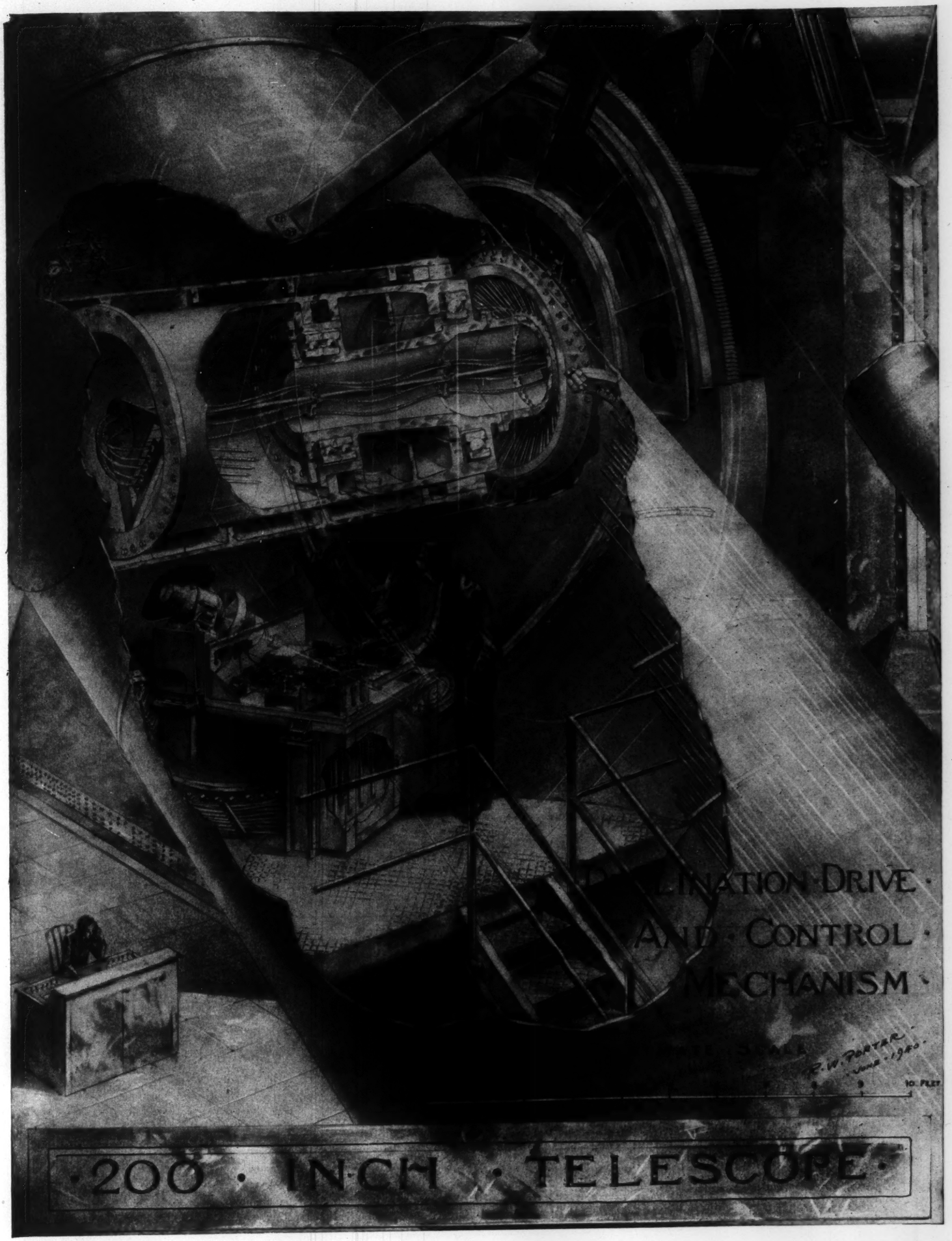
CV[illegible] DECLIN[illegible]ON TRUNNION, 200 [illegible] CO[illegible]

WEST DECLINATION TRUNNION

In this drawing the west ten-foot tubular girder is cut away to show the mechanism for driving the telescope in declination (north and south direction). Near the upper right-hand corner is the 10-ton 14-foot worm gear, bolted directly to the telescope tube. It is connected to the hollow spindle through "bicycle spokes" similar to those on the east side as described on the preceding page. Here the spindle is hollow to allow electric cables to go to the telescope tube. The fastest rotational speed of the telescope (slewing speed) is 45 degrees of arc per minute. For this motion a one-horsepower motor is used. This motor is shown at an angle to the table at left center of the drawing. A large flywheel is provided so that the driving mechanism will not slow down too fast in comparison with the telescope and cause undue strain on the teeth of the large gear.

Two other motors provide for setting and guiding. Setting speed (40 minutes of arc per minute of time) is used to bring the telescope slowly up to the object to be observed. Guiding speed (1½ minutes of arc per minute of time) is used to follow the object while the photographic plate is being exposed as described on page 14. A mechanism is also provided for moving the telescope at a very slow rate, either manually set or automatically controlled. This rate may be used to follow objects such as comets which may move in declination, or to correct apparent motions due to atmospheric refraction or deflections of the telescope mounting.

At the lower left, down on the observing floor, may be seen the main control desk, which is one of several stations from which the telescope may be controlled.


DECLINATION · DRIVE ·
AND · CONTROL ·
MECHANISM ·
R. W. PORTAR
JUNE · 1940
10 FEET
· 200 · INCH · TELESCOPE ·

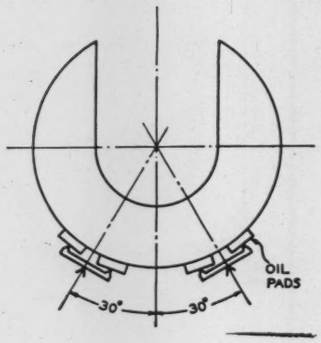
CASSEGRAIN FOCUS

THIS view of the telescope shows the astronomer at work at the Cassegrain focus. Bolted to the bottom of the tube is the Cassegrain spectrograph with which he is apparently making a spectrogram of a star low in the southern sky. As the telescope follows an object across the sky, it is evident that this station will vary considerably in position and in height from the observing floor. To enable the astronomer to follow his instrument, a four-wheeled truck is provided that is free to move anywhere on the floor and equipped with an elevating shaft. An observer's chair and controls are provided at the top of the shaft, so that the astronomer has complete control of direction and elevation.

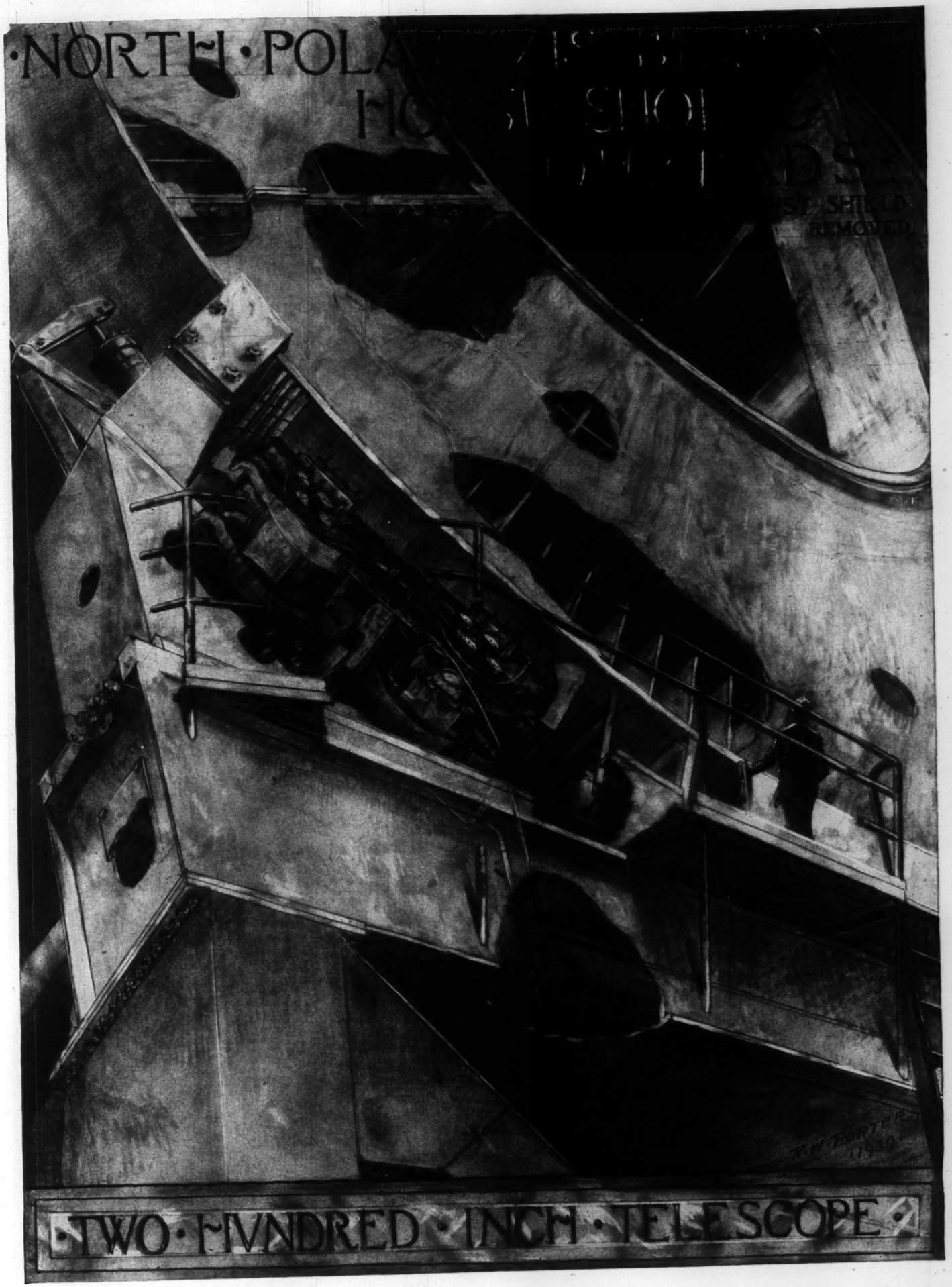
The North pier has been "cut away" to show the main control desk. In the background may be seen the visitor's gallery. This is a glassed-in room, to prevent the body heat of the visitors from disturbing the interior of the dome during the daytime. The curve of the mirror face is disturbed while it undergoes a change in temperature, therefore every attempt is made to keep the daytime temperature of the mirror nearly the same as the observing nighttime temperature. In the lower left-hand corner are shown two of the four five-horsepower motors used to rotate the dome by friction.

THE 200 INCH TELESCOPE
LOOKING
EAST

NORTH POLAR AXIS BEARING



THE North bearing of the telescope is in the form of a huge cylinder 46 feet in diameter. In order to allow the telescope to view the North regions of the heavens, a section of the cylinder had to be removed, so that it roughly resembles a horseshoe. To the astronomers and engineers of the project, it is known as the "horseshoe" bearing. It weighs 148 tons. Thirty degrees from each side of the center of the "horseshoe" is located a pair of 28-inch square pads. These pads are machined to fit the outer surface of the "horseshoe," and recessed in the center. Into this recess oil is pumped, until a sufficient pressure is reached (210 to 385 pounds per square inch) to lift the telescope from the pads. The oil then flows out all around the pads and returns to the pump. The thickness of the oil film is .003 to .005 inch. Each pad rests on knife-edges so that it can align itself to the face of the "horseshoe." Thus the telescope may be considered to be floating on oil. This type of bearing reduces the friction so much that, although the moving parts of the telescope weigh more than 500 tons, a small 1/12-horsepower motor is more than sufficient to drive the telescope at the sidereal rate of one revolution per day.


NORTH POLA
REMOVED
R.W. PORTER
1939
TWO HUNDRED INCH TELESCOPE

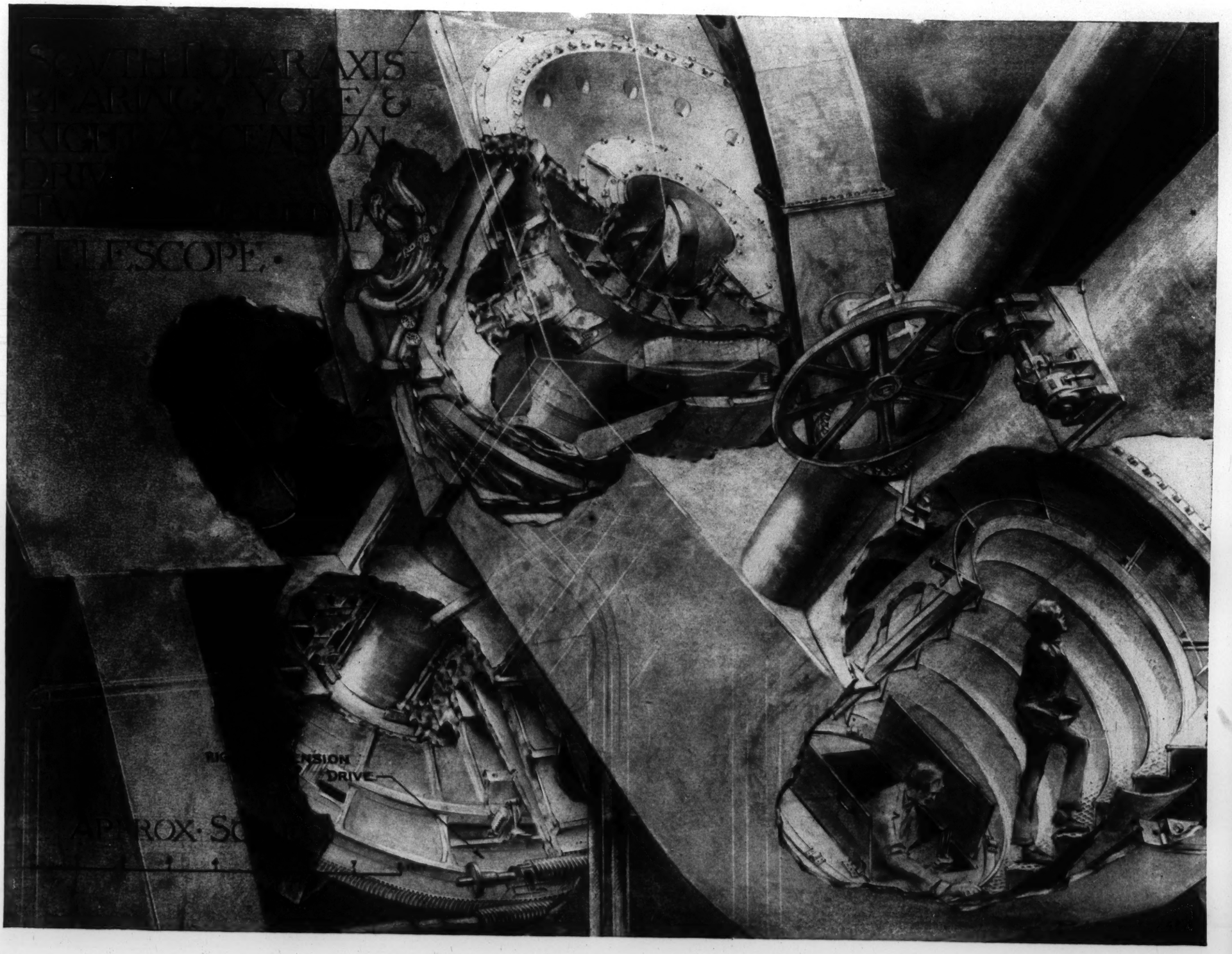
SOUTH POLAR AXIS BEARING

At the top center of this drawing the telescope yoke is cut away to show the spherical bearing at the south end of the mounting. At the center of the yoke, which supports the ten-foot tubular girders, is fastened an 84-inch diameter steel hemisphere. Against this hemisphere rest three spherically ground pads, two of which are shown near the center of the drawing. Oil is pumped to these pads until a sufficient pressure is reached to lift the telescope in a manner similar to that which takes place at the horseshoe bearing described on the preceding page.

Shown near the bottom of the drawing are the two right ascension worms and gears. As the telescope is lifted by the thickness of the oil film, the gears necessarily go with it. The worms, therefore, are not fastened to ground but, by a system of rollers and counterweights, are made to follow the face of the gear.

Near the lower right-hand corner, the mounting is cut away to show two astronomers ascending the cylindrical steps in the ten-foot girder. They are going to the observing station located at the declination axis inside the East cylindrical girder. (See page 22.)

Electrical control and power cables are shown near the center of the drawing. The motor and gears at the right are used to lift one of the coudé mirrors in place. (See page 16, lower sketch.)


SOUTH POLAR AXIS
BEARING & YOKE &
RIGHT ASCENSION
DRIVE
TELESCOPE.
DRIVE

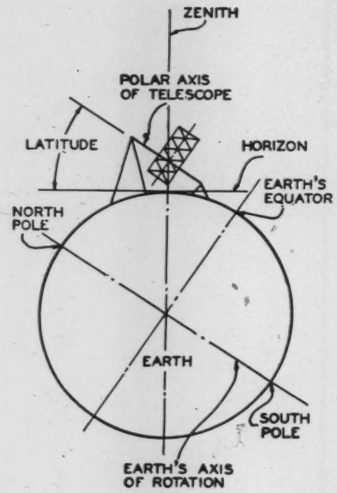
SOUTH POLAR AXIS BEARING *(Detailed)*

A CLOSE-UP of the 84-inch diameter steel hemisphere with the oil pads resting against it. The cutaway shows a thickness gage being used to test the thickness of the oil film, which will vary from three to five thousandths of an inch. The load supported by this bearing is about 342 tons.

This drawing also shows the hollow polar axis shaft through which light passes to reach the coudé room. (See page 38.)

SOVTH · POL
THE · TWO · HVNDRED
TELESCOPE

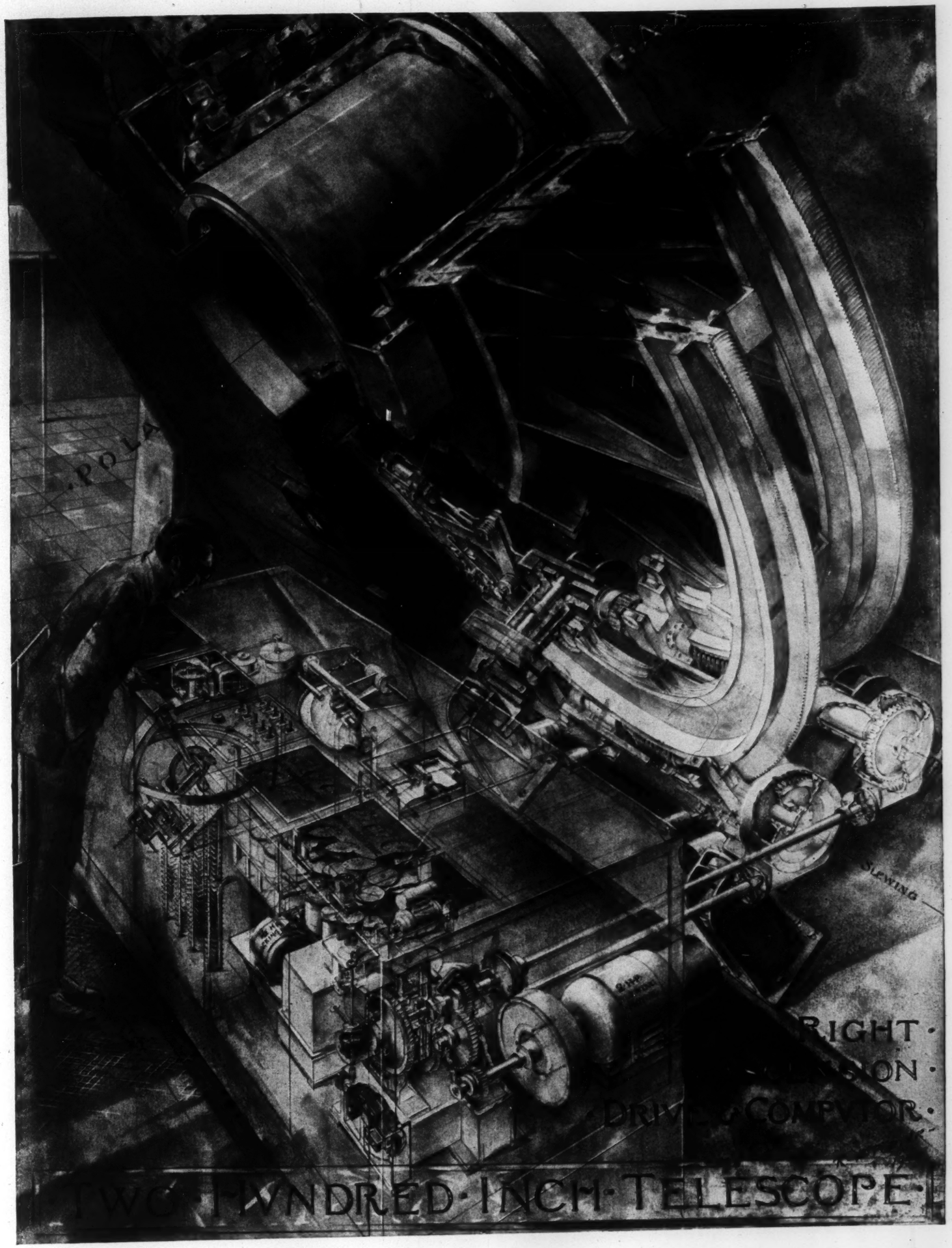
RIGHT ASCENSION DRIVE AND COMPUTER



RIGHT ascension is the term used by astronomers to denote star positions. To reach these positions the telescope is rotated in hour angle, i.e., east and west, about its polar axis. This axis of rotation of the telescope is parallel to the axis of rotation of the earth and therefore varies with the latitude. At the equator the latitude is zero, and the polar axis of a telescope situated there would be horizontal to be parallel to the axis of rotation of the earth. If a telescope were situated exactly at the north pole, its axis of rotation would be vertical. At Palomar, the latitude of the observatory is 33° 21′20″; therefore the polar axis of the 200-inch telescope is tipped up by that angle as shown in the diagram.

The stars appear to travel across the sky, due to the rotation of the earth. The earth rotates from west to east, one revolution in 24 hours. Therefore to counteract this motion, the telescope must rotate from east to west, one revolution in 24 hours. This motion is known as "tracking." For this rate a 1/12-horsepower motor is used. After driving through the proper gearing, it drives the second large worm gear at the right, which moves the 500-ton telescope.

To move the telescope from one observation point to another, a higher speed is convenient. For this purpose a two-horsepower motor is needed, which drives the first large worm gear. This motion is called "slewing" and moves the telescope at the rate of one revolution in eight minutes. An automatic mechanism also is provided which slows down or speeds up the tracking motor to compensate for repeated errors such as atmospheric refraction, deflection of the mounting, etc. The instrument just in front of the operator is the automatic dome control mechanism, which keeps the opening in the dome always in front of the telescope.


POLA
SLEWING
RIGHT·
ION·
DRIVE
COMPUTOR·
TWO HUNDRED·INCH·TELESCOPE

ALUMINIZING BELL JAR

To REMOVE the 200-inch mirror for recoating its surface, a truck running on railroad rails is moved directly underneath the telescope. Jacks at the four corners lift the truck platform into contact with the mirror cell, and the bolts holding the cell to the tube are removed. The jacks are then lowered and the truck, cell and mirror are moved away from the mounting, so that the bell jar (hung from the crane above) may be lowered and bolted to the truck table.

The drawing shows the jar and parts of the mirror and cell cut away, exposing the tungsten coils suspended from the ceiling. On each coil are hung several pieces of aluminum wire. Each coil is energized individually from hand-controlled contacts above to evaporate the aluminum wire, which will condense evenly on the surface of the mirror. The evacuating pump system is shown on the left side of the jar. On completion, the different movements described above are reversed, and the mirror carefully returned to the telescope.

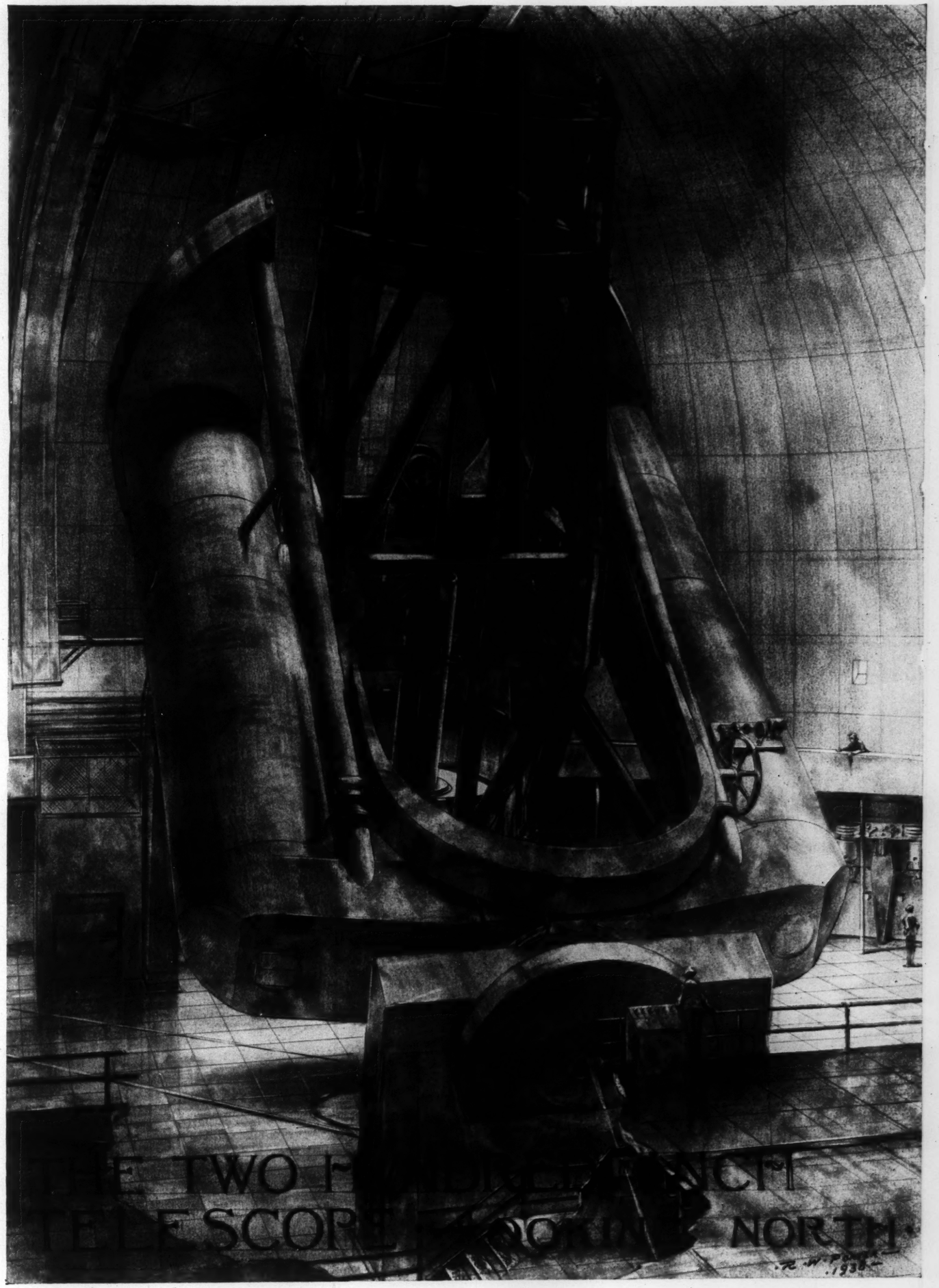
Aluminum is used as a reflecting surface because, for most wave lengths, it has a higher reflecting power than silver, and its loss of efficiency due to tarnish is much less than that of silver.

WALVA CHAMBER
200 INCH TELESCOPE

LOOKING NORTH

THE 200-inch telescope as it would appear to an observer situated some hundreds of feet south of the instrument. This view shows well the slit extending the length of the south wall of the telescope tube. This opening is required to permit the light beam from the coudé diagonal to reach the f-30 focus through the hollow south polar axis bearing, shown in the lower part of the drawing. The horseshoe-shaped member seen resting on the yoke carries a small mirror (not shown) that bypasses, or detours, the beam around the lower part of the telescope when pointing to areas close to the north pole of the heavens.

The cutaway near the bottom of the drawing shows the light beam coming down the polar axis into the coudé room.


TWO
SCOP
NORTH

LOOKING NORTHWEST

ANOTHER view of the instrument looking northwest. The upper edge of the drawing shows a part of the 60-ton crane attached to the dome, and immediately below is seen the platform by means of which the astronomer may reach the prime focus cage in any position of the telescope.

The operator at the lower left is standing at the mirror control "pulpit." Here are located the controls which operate the Cassegrain and coudé mirrors, depending at which focus the astronomer has decided to observe. The box structure in the foreground is the top of the passenger elevator shaft. In the background the canvas windscreen may be seen part way up the shutter opening.

THE 200 INCH TELESCOPE - LOOKING NORTHWEST

THE 48-INCH SCHMIDT TELESCOPE

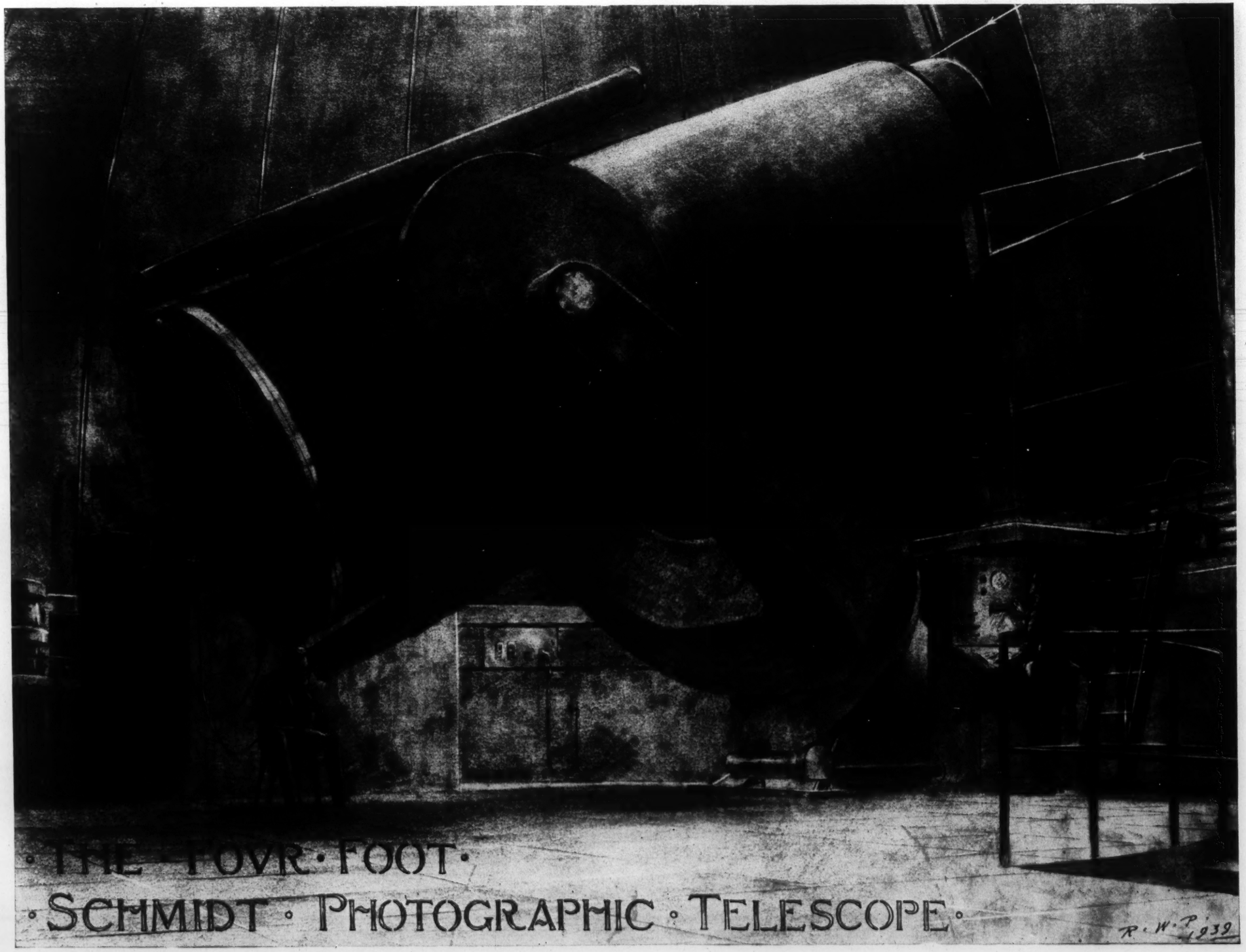
ONE of the chief advantages of the Schmidt telescope is that it covers a larger area of the sky compared to the ordinary reflecting telescope. Most large telescopes cannot cover more area of the sky than is occupied by the full moon. The 48-inch Schmidt on a single photograph can cover an area of the sky approximately equivalent to 250 full moons. Another advantage is its speed. The 48-inch operates at f-2.5, which makes it faster than the 100-inch (f-5) and the 200-inch (f-3.3), and therefore requires less exposure time. The disadvantage of the Schmidt, however, is its short focal length, which means that the images are smaller than those made by the larger telescopes.

The 48-inch Schmidt, as shown in the cutaway drawing, has a 72-inch mirror at the bottom of the tube. In order to cover a wide angle of the sky, the mirror must have a spherical surface. A spherical mirror, however, will not focus parallel light; therefore a correction is made before the light reaches the mirror. This is done by a 48-inch diameter, ⅜-inch thick "lens" or Schmidt plate, as it is called, at the top of the tube. The light is refracted or bent slightly as it passes through the glass, so that, after being reflected from the spherical mirror, it is brought to a sharp focus on a 14-inch square photographic plate halfway up the tube. The optics for the 48-inch Schmidt were ground and figured by Don Hendrix of the Mount Wilson Observatory. The focal length is 120.9 inches.

R. H. PORTER '41.

FOLLOWING A STAR

THIS is an external view of the 48-inch Schmidt telescope showing the method of guiding the instrument. The astronomer is following a star through one of the 10-inch refractors. His assistant is at the control desk which houses the right ascension drive and the refraction correction instrument similar to the one used for the 200-inch telescope. The desk also contains the device which keeps the shutter opening of the dome always in front of the telescope. The canvas wind screen is shown part way up the shutter opening. The dome drive (1¾-horsepower) shown at the left is of the same type as that used on the 200-inch dome. The diameter of the dome is 45 feet. The moving part of the telescope weighs 20 tons and is driven at tracking rate by a 1/25-horsepower motor. For fast motion a 1/3-horsepower motor is used. The platform at the right is for installing a 48-inch grating in front of the Schmidt plate. This will cause every star image on the photographic plate to become a short spectrum of the star. The enclosure behind the astronomer is a photographic dark room.

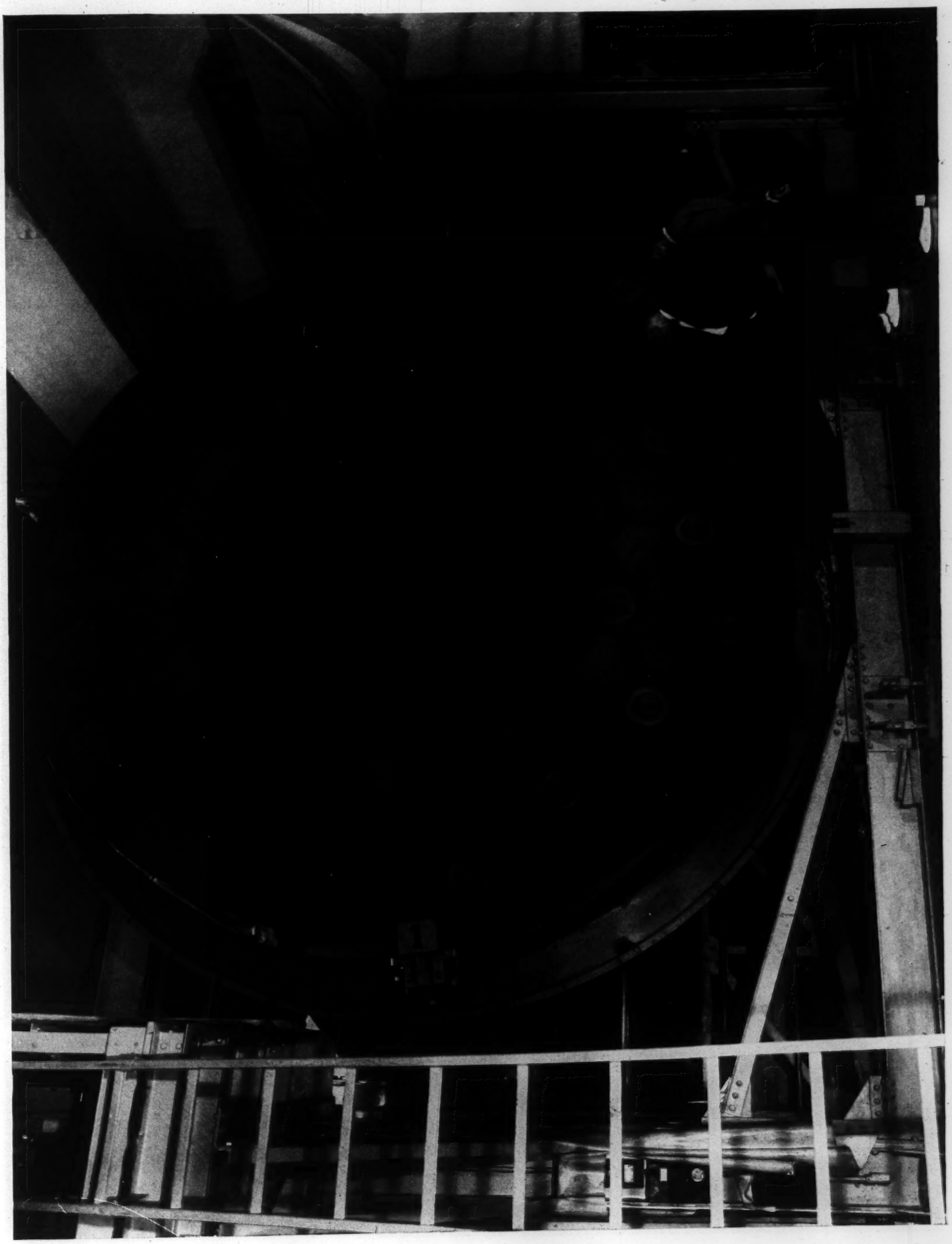

· THE · FOVR · FOOT ·
· SCHMIDT · PHOTOGRAPHIC · TELESCOPE ·
R. W. P. 1939

200-INCH MIRROR ON ITS GRINDING MACHINE

California Institute of Technology in Pasadena

THE mirror is shown tilted up to its testing position. The ribbed pattern of the back is visible through the polished surface. In this photograph, the curved surface is being examined by Dr. J. A. Anderson, who had the responsibility of guiding the polishing and "figuring" operations to such a delicate degree that the surface over the entire face of the mirror is within one or two millionths of an inch of a true paraboloid, with a focal length of 666 inches. Looking on behind him is Marcus H. Brown, director of the group of opticians who performed the exacting tasks.

The Pyrex mirror is about two feet thick at the edge and weighs 14¾ tons. It was cast with a ribbed back to allow it to adjust itself more quickly to night temperatures. In the center of the mirror is shown a 40-inch diameter Pyrex plug. It was cemented there only for the grinding and polishing operations and was removed before the mirror was placed in the telescope. The polished surface of the mirror is coated with a thin bright coating of pure aluminum as shown on page 37.



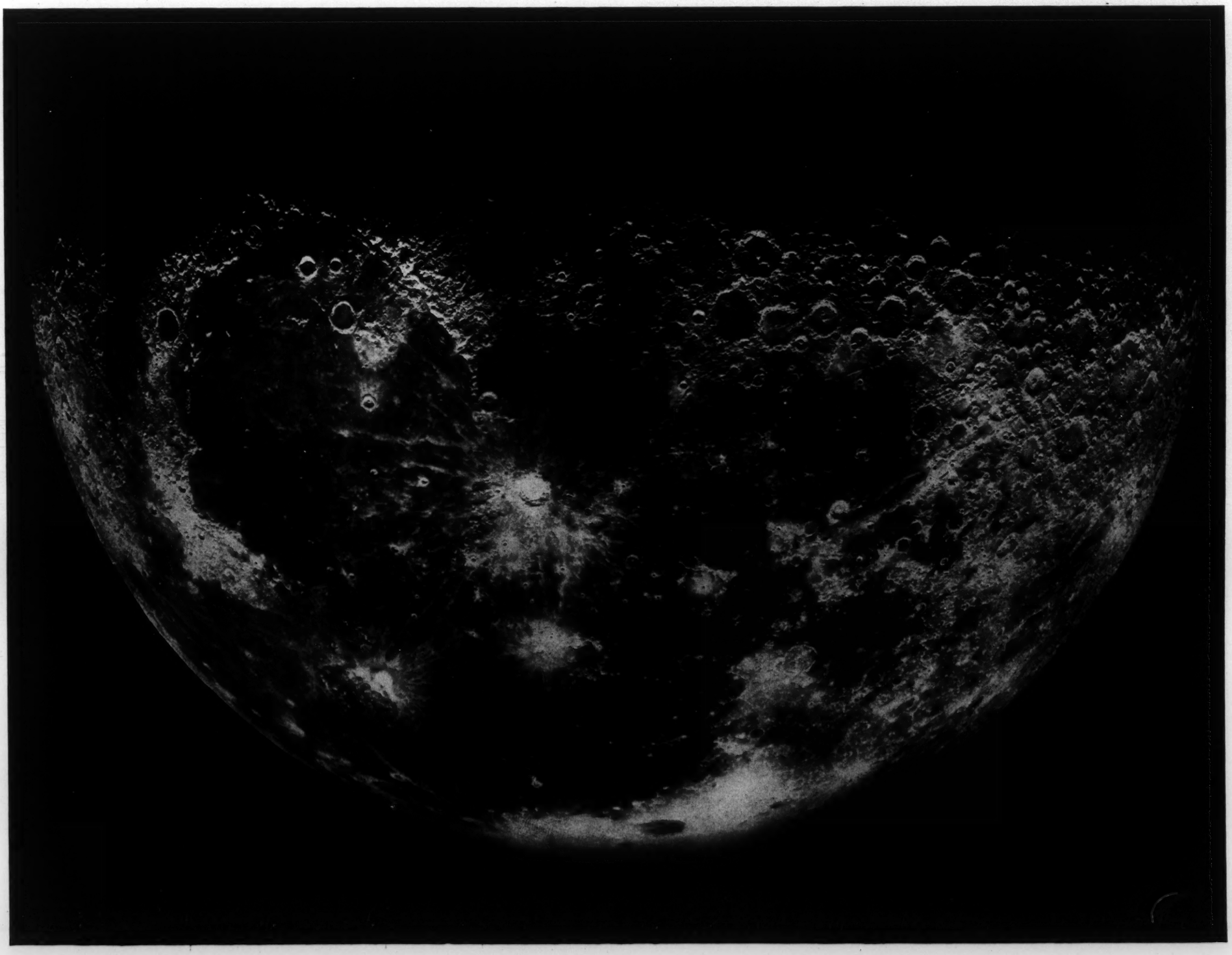
THE MOON

Photographed with the 100-Inch Reflector, Mt. Wilson Observatory

OUR nearest astronomical neighbor is the moon. It circles the earth once in a little over twenty-seven days in a path that is slightly elliptical. Therefore, its distance from us is not always the same: It varies from 222,000 to 252,000 miles. In its travels around the earth, the moon keeps the same side toward us all the time. Man will never see the other side of the moon unless he makes a trip around it in a space ship. If he were to land on the moon, he would find himself in a very strange and desolate land. The diameter of the moon is only 2,160 miles—a little over one-fourth that of the earth. Its gravitational force is one-sixth of ours, so that an object weighing six pounds on the earth would weigh only one pound on the moon. Because there is no air or water on the moon, there can be no vegetation. The moon is also a silent world since sound is carried to our ears by our atmosphere. Sound waves could, however, travel below the surface, through the structure of the moon itself.

The blanket of air around the earth not only carries sound but also protects us from the direct rays of the sun during the day and from the intense cold of outer space at night. Without such a blanket the temperature at the equator of the moon rises to 230 degrees Fahrenheit during its two-week long day. During its equally long night, it drops below 200 degrees Fahrenheit below zero.

When reference was made to an atmosphere on the moon, we had in mind one which is capable of supporting life, similar to that with which we are familiar here on earth. The presence of a very thin atmosphere, however, has been a subject of much controversy. Many observers have reported the presence of a slight fog on the floor of some of the craters during a lunar sunrise. This fog is reported to have obscured details on the floor, which came back into view when the fog was evaporated by the sun.



A CLOSE-UP OF THE MOON

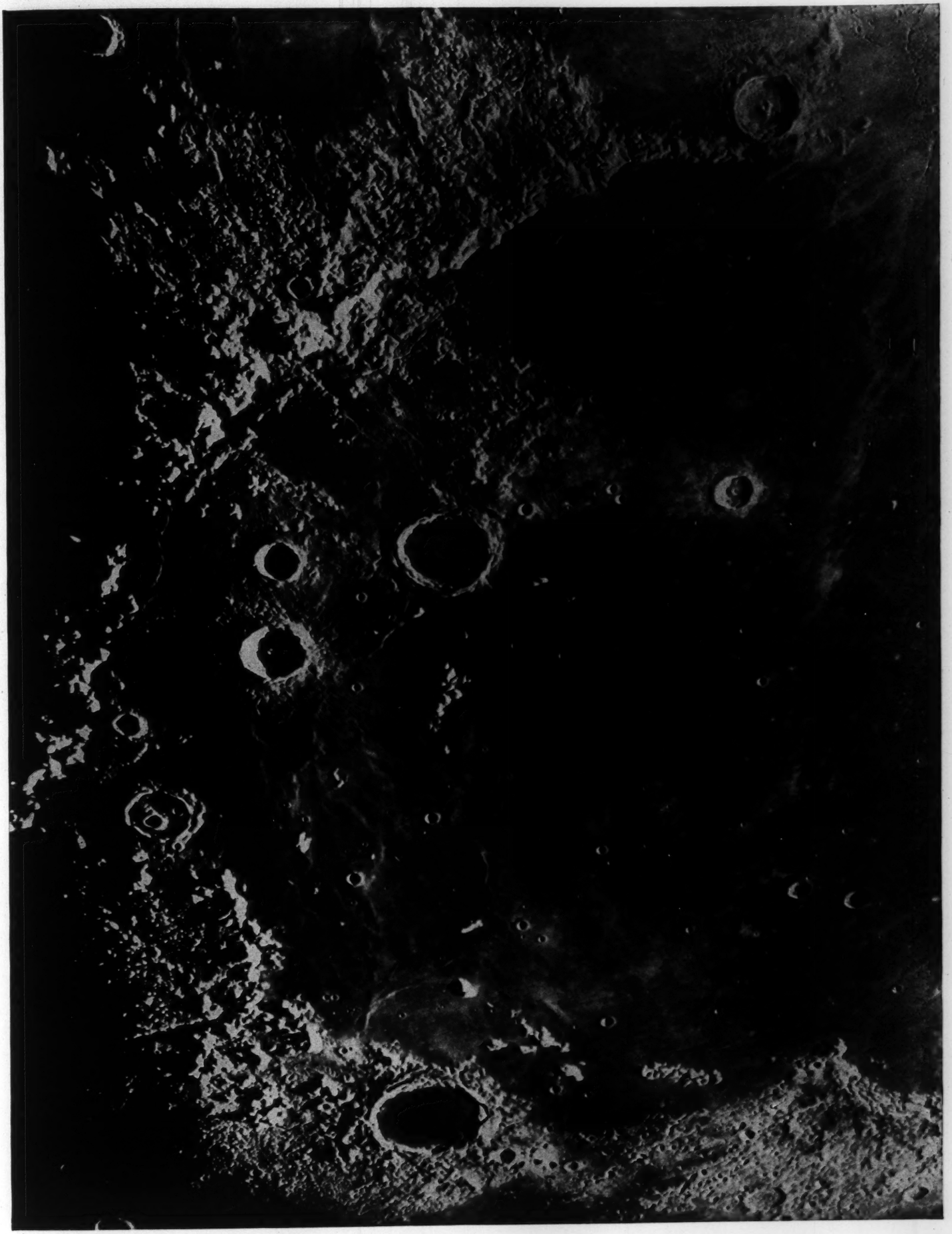
Photographed with the 100-Inch Reflector, Mt. Wilson Observatory

THE major part of this photograph is occupied by the 750-mile-long Mare Imbrium, largest of lunar plains. Bordering Mare Imbrium at the upper left, the moon's finest mountain range, is the Appennines, 400 miles long. This range contains peaks up to 20,000 feet high and ends at the crater Eratosthenes. This crater is about 38 miles in diameter and the lowest part of its floor is almost 9,000 feet below the surface outside. A mountain may be seen rising from its floor.

The large crater in the center of the photograph is Archimedes, 50 miles in diameter, with walls 4,000 feet above the interior plain. To the left of Archimedes is the deep crater Autolycus, about 25 miles in diameter, with walls 9,000 feet above the interior. Just below Autolycus is the crater Aristillus, about 35 miles in diameter, with walls rising to 11,000 feet on the left edge. In its center is a mountain with two of its peaks just catching the sunlight. About 100 miles below Aristillus is the lone mountain peak Piton, rising abruptly from Mare Imbrium to a height of 7,000 feet.

Heights of these mountains are obtained by a simple application of trigonometry. First the length of the shadow is carefully measured. Then, knowing the angle of the sun with the moon at that instant, trigonometry will solve the right-angle triangle, giving the height.

Bordering Mare Imbrium at the lower left, are the Lunar Alps, 180 miles long and containing peaks up to 12,000 feet high. The Alps end at the great walled plain of Plato, seen at the bottom of the photograph. Plato is 60 miles in diameter, and its walls rise to 3,500 feet above the interior.



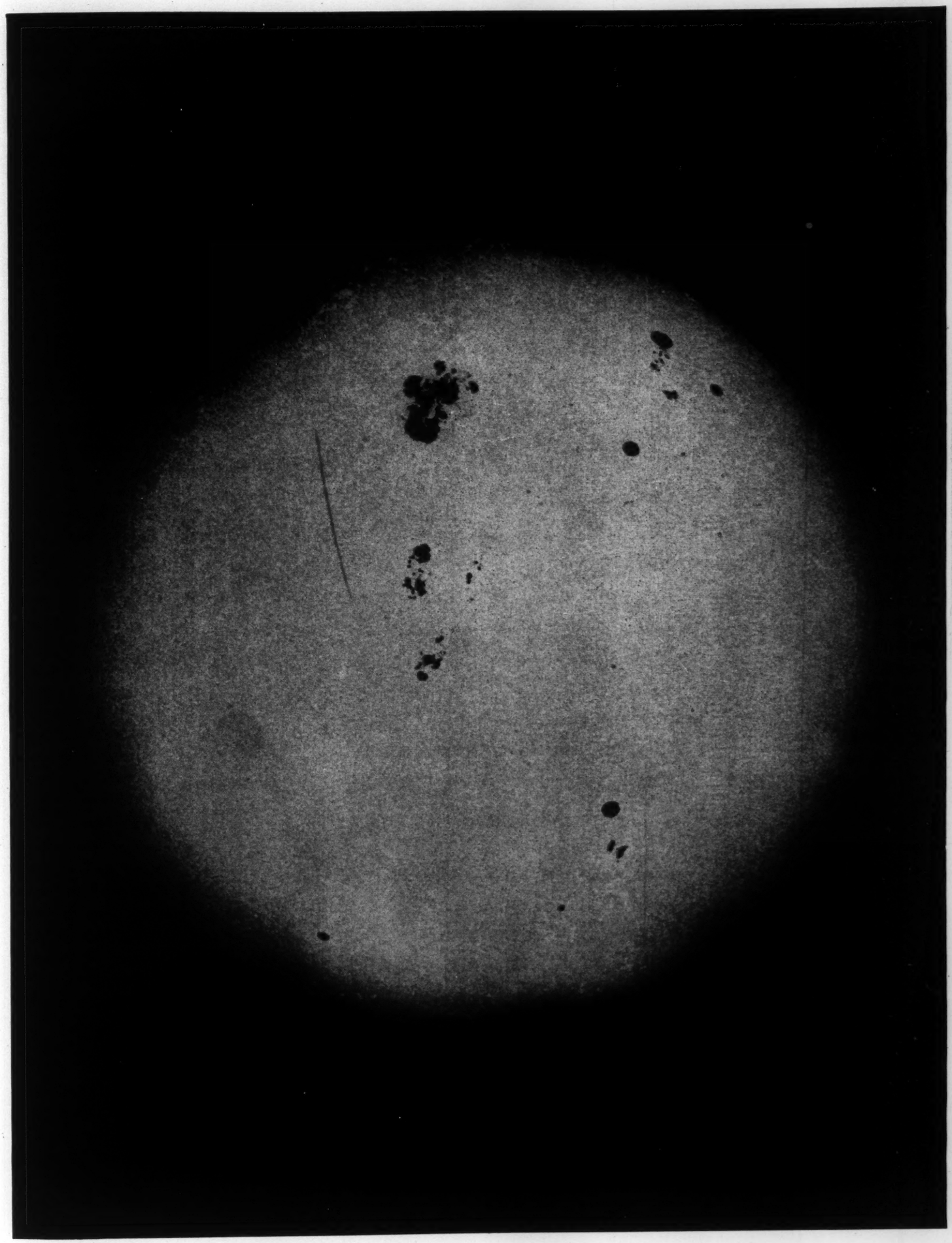
A DIRECT PHOTOGRAPH OF THE SUN

Made with the 60-Foot Tower Telescope, Mt. Wilson Observatory

Our sun is a star, and not a large one at that. Its effect upon the Earth is so much greater than that of other stars because, astronomically, the sun is very close to us. Its distance is about 93,000,000 miles. Because stars are so much farther, astronomers do not use the mile to denote their distances. Their unit is the light year, or the distance light travels in one year at the rate of approximately 186,000 miles per second. This distance amounts to the staggering total of 5,870 billion miles. At that rate it takes light about eight minutes to come to us from the sun, while it takes over four years to get here from our nearest star, Alpha Centauri.

When you go out on a dark night and look up at the stars, what you see are thousands of suns. Some of them are like our sun. A great many are larger and brighter. For example, the bright star, Betelgeuse, in the constellation of Orion, has a diameter of 215 million miles compared to that of 865,000 miles for our sun. In other words, if our sun were placed in the center of Betelgeuse, the orbit of the Earth would be engulfed within the giant star. It shines with a light equal to 1,600 of our suns, yet it appears only as a star because it is so far away that it takes light 210 years to reach us.

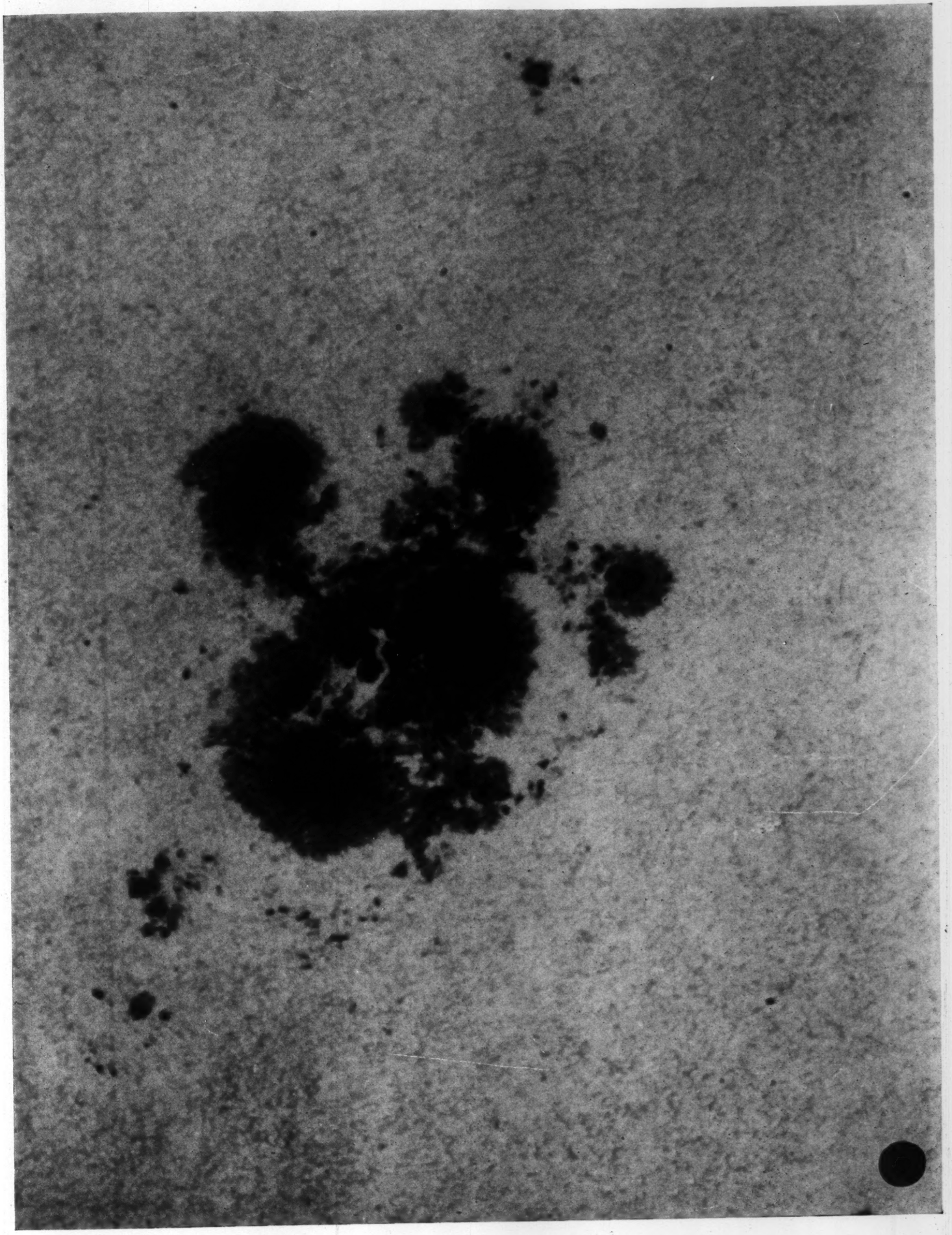
The surface or photosphere of our sun is about 10,000° F. It is made up of giant clouds of hot gas thousands of miles across. These clouds constantly rise to cool, and fall back, to be replaced by others. Spots that appear on the surface are constantly changing in size and number. They follow roughly a cycle from a maximum number to a minimum, with an average period of a little over 11 years from one maximum to another. This photograph shows the sun spot maximum of August 12, 1917. The white spot near the edge of the sun represents the Earth on the same scale.



SUN SPOTS CLOSE-UP

THIS is a close-up of a group of spots, shown on the preceding photograph. It was taken a few days earlier, on August 8, 1917. The central dark area, or umbra, of the spots may be as much as 2,000° C. cooler than the sun's surface. Spots are thought to be caused by disturbances below the surface, which cause the gas to spiral upwards like a giant cyclone. Due to the whirling motion, the gas expands and cools at the center. Spots may appear singly or in groups. The size of this group is indicated by the black dot at the bottom, which represents the Earth on the same scale.

Sun spots are accompanied by magnetic storms strong enough to affect the Earth. These storms are not to be confused with electrical storms such as lightning, but are disturbances which affect radio and telegraphic communications. The total amount of energy received by the Earth from the sun, however, is not affected very much by the sun spots. The amount of increase in energy due to sun spots is probably less than two per cent. However, the change may be large enough to produce slight overall weather variations on the Earth. The total amount of energy received by the Earth from the sun is staggering when compared to the amount which man is able to produce. If converted to units with which we are familiar, each square mile of the earth's surface receives over 4,000,000 horspower. If all the energy received by the Earth were converted at the low rate of one cent per kilowatt hour, it would be worth more than $400,000,000 per second. This is only the amount received by the Earth. To find the total amount of energy radiated by the sun one would have to multiply this figure by more than 2,000 million.



SATURN

Photographed with the 100-Inch Reflector, Mt. Wilson Observatory

SATURN is the second largest of all the planets. It has a mean diameter of 72,000 miles. Its average distance from the sun is 886,000,000 miles, but it travels in an elliptical path, so that this distance may vary as much as 100,000,000 miles. It takes 29½ of our years for Saturn to make one trip around the sun. Its day is only ten hours and fourteen minutes long. This rapid rotation causes a bulge at the equator so that the diameter through the poles is only 66,300 miles.

Saturn is constantly obscured by a layer of clouds, similar to those of Jupiter, except that they are more even in shade and less variable. At the equator we usually find a light yellowish band, while the pole is covered by dark greenish tinted clouds.

Saturn is the only planet surrounded by rings. At the equator of the planet are three distinct rings, concentric and in the same plane. The outer ring extends to a diameter of 171,000 miles, while the distance from the inside of the inner ring to the cloud surface of the planet is about 7,000 miles. The thickness of the rings is probably not over ten miles. If we were to construct a model of the rings, so that the thickness is represented by the thickness of a sheet of newspaper, the diameter would have to be over four feet. The rings are not solid. They are believed to be composed of small particles, all circling the planet like tiny moons.

JUPITER

Photographed with the 200-Inch Telescope, Palomar Observatory

JUPITER is the largest planet in the solar system. In fact it is larger than all of the other planets put together. Its mean diameter is about 88,600 miles. Its average distance from the sun is about 483,000,000 miles, but it circles the sun in an elliptical path so that the distance may vary as much as 47,000,000 miles. Its year equals 11.8 earth years, but its day is shorter than that of any other planet. It is only 9 hours 55 minutes long. This fast rotation, coupled with its large diameter, creates a high centrifugal force at the equator, so that its diameter at the equator is 6000 miles longer than the diameter through the poles.

The markings we see on the planet are cloud bands and are therefore constantly changing. We have never been able to see the solid surface of Jupiter. There are markings visible to us however which are more permanent than the cloud bands. The most conspicuous is the great red spot, visible in the photograph as an elliptical darkened area. It was discovered in 1878 and was then measured as being 30,000 miles long and 7,000 miles wide. It has since become gradually less conspicuous and more round in shape.

Measurements have shown that nearly all radiation received from Jupiter is reflected sunlight, which would indicate the planet has very little internal heat. If such is the case, the surface temperature may be as low as —140° centigrade due to its great distance from the sun.

THE TRIFID NEBULA IN SAGITTARIUS

Photographed with the 200-Inch Telescope, Palomar Observatory

OUR galaxy is estimated to contain approximately 100 billion stars, yet its overall dimensions are so large that the distance between the stars is measured in light years. The spiral arms of our galaxy extend more than 50,000 light years from the center. Our sun is but a small star in this multitude, about 30,000 light years from this center. Besides stars, our galaxy contains tremendous clouds of gas. Some are illuminated by bright stars nearby or within them, and some are dark and opaque, shutting off light from stars beyond. This photograph of the Trifid Nebula is an outstanding example of both kinds. The dark streaks are opaque nebulæ in front of the luminous material. It is 1900 light years away and about 16 light years in length. The energy to illuminate the bright part is furnished by a triple star within the nebula.

These objects when viewed through a telescope are observed to be a pale green, which is due to two green lines in their spectrum. Astronomers thought for a time they had discovered a new element, since the lines did not appear in the spectrum of any elements on Earth. They called it *Nebulium*. Later, however, Dr. Bowen, now director of the observatories on both Mt. Wilson and Palomar, proved that the lines were caused by the element oxygen under strange conditions of pressure and temperature. The pressure is so low we cannot attain it in our laboratories.

THE CRAB NEBULA, M-1

Photographed with the 200-Inch Telescope, Palomar Observatory

CERTAIN types of stars have been observed to undergo terrific atomic explosions which are known as "novae." These stars are usually hotter and more dense than the average. Some of them undergo repeated explosions, and others merely fluctuate in brightness. Some of these explosions are so violent that most of the material comprising the star are thrown out in all directions with such force that it never returns. It continues out into space in the form of a nebulous envelope, becoming thinner as it expands until it becomes too rarefied to be seen.

The crab nebula shown here is one of this type. Most of them appear more like elliptical discs, brighter at the rim. However, this one is more filamentary than the average. Astronomers have measured the velocity of expansion and found it to be over 800 miles per second or about 70 million miles per day. At this rate, calculations show that the explosion should have occurred about nine hundred years ago. Investigations revealed that the Chinese had recorded a new star at this point in the sky in 1054 A.D. It was reported as having appeared almost as bright as Jupiter. The crab nebula is about 4100 light years from the earth, which means that the explosion actually occurred about five thousand years ago.

THE GREAT STAR CLUSTER IN HERCULES

Photographed with the 200-Inch Telescope, Palomar Observatory

SOMETIMES the stars in our galaxy are found concentrated into great clusters like the one shown here in the Constellation of Hercules. About 100 such globular clusters are known to exist. Their distances from the Earth vary from 21,000 light years to almost 100,000. The Hercules Cluster M-13 is about 36,000 light years distant, and just visible to the naked eye. At that distance our sun would be so faint it would hardly register on the photographic plate.

These clusters are about 100 light years in diameter and are estimated to contain at least 50,000 stars as bright as or brighter than our sun, and an unknown but presumably larger number of fainter ones. If we are to consider these clusters as part of our galaxy, which they seem to be, then we would establish the diameter of our spiral at more than 100,000 light years.

ANDROMEDA, M-31

Photographed with the 48-Inch Schmidt Telescope, Palomar Observatory

As WE look from the earth we see stars in all directions for many thousands of light years outside our solar system. Sometimes they are gathered in clusters, but usually they are scattered at random. In some places the stars are surrounded by nebulous material—dust and gas—sometimes bright from starlight, and sometimes dark and opaque. Eventually, however, the stars begin to thin out until there are no more, and we are looking out beyond the limits of our galaxy into empty space.

If we look far enough, we see other galaxies similar to ours. Looking through the constellation of Andromeda, which is made up of stars in our own galaxy, and beyond for some 2,000,000 light years, we see the great spiral shown here. This is the nearest galaxy to us and it is believed to be somewhat similar to our own in appearance and size. It is more than 100,000 light years in diameter and is composed of the same types of stars and star dust that make up our own spiral. The two patches of light are companions belonging to the Andromeda galaxy, but the stars scattered rather uniformly over the entire plate belong to our own galaxy and are therefore much closer to us.

SPIRAL NEBULAE IN URSA MAJOR, M-81, N.G.C. 3031

Photographed with the 200-Inch Telescope, Palomar Observatory

THESE objects were called nebulæ by early astronomers whose telescopes were too small to reveal their true nature. They are not nebulæ, but galaxies similar to ours. They may, of course, contain some nebulous material, but as a whole they are galaxies containing billions of stars. One-hundred million galaxies are estimated to exist within the reach of our present telescopes. They are separated on the average by two million light years of empty space.

M-81, shown here, is one of our next door neighbors, 8,000,000 light years away. A beam of light traveling approximately 186,000 miles per second would require 17,000 years to travel across this spiral, and then require another 8,000,000 years for its journey to the Earth. Therefore, as we look at this picture, we see it not as it is now, but as it looked 8,000,000 years ago. This is one of the spirals known to be rotating. Round spots dispersed over the entire photograph are images of stars in our own spiral and are much closer to us than M-81.

N.G.C. 4565

Photographed with the 200-Inch Telescope, Palomar Observatory

N.G.C. 4565 shows what the average spiral galaxy looks like when seen on edge. Galaxies are composed of billions of stars similar to our sun. They also contain tremendous gas and dust clouds. Some of these clouds are bright by the light and energy induced from nearby stars, while others are dark and opaque. This photograph of N.G.C. 4565 shows some of these dark clouds on the outer rim being silhouetted by the bright nucleus of stars. Its luminosity is equivalent to about 400 million suns. It is twenty million light years from the earth and is traveling away from us at the rate of 735 miles per second.

HORSE HEAD NEBULA IN ORION (See Back Cover)

Photographed with the 200-Inch Telescope, Palomar Observatory

THE term "empty space" is in reality a misnomer, since the space between stars is inhabited by vast clouds of dust and gas. The clouds are very thin: In fact, here on earth we would consider them a good vacuum. Their size is so large, however, that the total amount of dust and gas between the stars would probably weigh more than all of the stars put together.

The majority of these clouds are dark, and some are opaque. If a star happens to be in the cloud then it will appear as a bright object. If the star is a cool one, we will see the cloud by reflected light from the star. If the star is very hot, a great deal of energy will be radiated in the ultraviolet part of the spectrum. The absorption of this energy causes the cloud to fluoresce and radiate its own light.

The Horse Head Nebula is an example of dark and opaque cloud silhouetted by the bright cloud behind. Its distance from the earth is about 900 light years.

Jack Beck

November 23, 1960

Dear Jack:

This must be brief for I'm about to leave on an important mission, namely, to pick up Casey at Milton and trundle him over to the farm.

Have had to stand down Quemoy and Matsu for at least a month. The medics say no flying for at least three weeks.

Should have written you a long time ago about the British reception of Polaris. As you know, the critical comment was excellent. The roundtable following the show was pretty tepid. We had one good break in that through collusion between the BBC and the London Times, they broke the story of the Polaris base at Holy Loch the morning of the show. What little expert opinion I was able to sample convinced me that the British would immediately go for Polaris, instead of Skybolt, were it not for the fact that they have half-a-million people engaged in the aircraft industry. The panel certainly tended in the direction of Polaris not only for Britain, but for NATO as well.

Have had a chance to look at your memorandum on deep space, and have the impression that the subject is so vast that we'll have to do a bit of refining before we can find a handle.

As ever yours,

Mr. John F. Beck
Director, News Broadcasts
Station KNX
Columbia Square
Los Angeles 28, California

rm

Dear Ed:

A brief note to say regrets at your bout with the bug, to assure you that you were missed on election eve, to confirm what undoubtedly is your own suspicion that it's a poor virus which does no good for somebody so far as that night's work was concerned; and finally to express the hope that when you travel westward for Quemoy and Matsu you'll find time to stop over, going or coming.

I'm most curious to know how you made out in the UK with "The Year Of The Polaris." Miss Benjamin sent me some clips from the British press from which I deduced that while they might have felt that the CBS Reports presentation was superior any enthusiasm they had for it was quickly swallowed by an enormous antipathy for another hydrogen-bomb-carrying weapon.

I'm hopeful of hearing from you first-hand though what ensued in the discussion period which I understand followed the program on the air. I might say too that there's been a good deal of curiosity on this point from Lockheed and Aero-Jet here.

As I write, they're still counting the ballots in California to determine which of the presidential candidates took the state. The governor's office told me this morning

they suspect when all the absentees are in that Nixon will finally be spared the humiliation of having lost his own state and home county. But the county registrar of voters says he thinks old Jack will squeak by. The Democratic organization man Jesse Unruh says he thinks it will be Nixon; but the Republicans say privately they don't think Dick will take it.

And in Hawaii I understand they're in their second recount -- that each time a different winner results, and that some of the precincts are reporting more votes than there are registered voters. It appears the scholars will be kept busy by this election for a long time. If it only serves to push the IBM machines into the back room where they belong I would think we might count that as the principal blessing to emerge to date.

I have been sorting out subject matter from the governor's conference material, thinking to put it together in terms of the common problems faced by all the states. The device for tying each of the men together still eludes me but perhaps I'll have something to serve up in a couple of weeks.

When you return to the office I wish you would look over the detailed memorandum which I sent to Fred concerning a program on deep space. As you will gather, I am most enthusiastic about its possibilities and I hope you will

share them as I am able to delineate what we might be able to do.

Meantime, have a care about your person; relax and get your batteries recharged. My best to Janet and to young Casey.

As ever,

Jack

Jack Beck

June 16, 1960

Dear Jack,

Here is the cable that was sent out and a list of the governors to whom it went.

As ever,

Mr. Jack Beck
Columbia Broadcasting System
6121 Sunset Boulevard
Los Angeles 28, California

Beck, Jack

June 1, 1959

Dear Jack:

This is just a note to tell you that David J. Webster will be calling you sometime in the near future. I talked with him recently, and hope that you will be able to see him.

With best regards.

As ever yours,

Mr. Jack Beck
KNX
Columbia Square
Los Angeles 28, California

mc

Tell Jane Berk.

3 p.m.
Monday, Jn

May 25, 1959

Mr. David J. Webster
c/o Mr. Dan Hofgren
21 East 14th Street
New York 3, N.Y.

Dear Mr. Webster:

Mr. Murrow has asked me to let you know that he is looking forward to seeing you. Because his calendar tends to get rather jammed up, I have given you an appointment on Monday, June 1, at 3 p.m. Perhaps you could give me a call on Monday morning, some time after 10 a.m., to let me know if that will be convenient.

Yours sincerely,

Sheila Hogg
Secretary to Mr. Murrow

Jack Beck

April 30, 1959

Dear Jack:

Thanks for yours of April 23. I am not at all surprised and I think indicated to you on the 'phone that the proposed procedure was unorthodox and probably wouldn't work. Please tell your pals at USC that there is no embarrassment of any kind. I don't know where I will be in June of '60, but imagine it will be somewhere not too far from the West Coast.

I will let you know later whether there is any chance of my stopping off for a bath of tequilla on my way to Bellingham.

As ever yours,

ERM:skh

Mr. John F. Beck
KNX
Columbia Square
Los Angeles 28, California

KNX

CBS RADIO PACIFIC NETWORK

CBS Radio - A Division of Columbia Broadcasting System, Inc.

COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA · HOLLYWOOD 9-1212

JOHN F. BECK

Director, News Broadcasts

Mr. Edw. R. Murrow
CBS News
485 Madison Avenue
New York, N.Y.

23 April 1959

Dear Ed:

Well, it appears our eager friends at USC invited the guests before they baked the cake.

The dean of the journalism school and his merry men were so certain that the conferral of the doctorate could be made a portion of the activities for this spring that they neglected the first principle of journalism and forgot to check their facts.

When I apprised them of your amenability to the enterprise, they put the machinery in motion and discovered that the regents and other affected worthies who annually draw up this list had already performed their function for this June and now were scattered to the four winds.

Cringing with embarrassment, they now have returned with the plea that you overlook the boo-boo and consent to a one-year postponement. Meantime the wheels of academe--which appear no less ponderous than those of the corporate world--will grind in duly approved fashion and you will be slated for cap and gown in June of 1960.

I gave it as my private opinion that no man could say what fish you might be frying by that time; but they are hopeful that the date will coincide with your return from leave--may indeed coincide with your imminent appearance on the Los Angeles scene to take in the national Democratic pig-sticking which will be getting underway at about the same time.

And so, the plot for a tequilla drenched reunion in our desert wasteland appears to have made a mirage-like disappearance. I am hopeful though that when you make your trip to Bellingham you still may find it convenient to come through this way--barring any other scheme which may seem a plausible lure in the interim.

As ever,

Jack

Beck, Jack

October 22, 1958

Dear Jack:

Thanks for the kind words. Your sentiments are not universally shared in this shop.

As ever yours,

Mr. Jack Beck
NBC
Columbia Square
Los Angeles 28, California

gw

KNX

CBS RADIO PACIFIC NETWORK

CBS Radio—A Division of Columbia Broadcasting System, Inc.

COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA · HOLLYWOOD 9-1212

JOHN F. BECK
Director, News Broadcasts

Mr. Edw. R. Murrow
CBS News
485 Madison Avenue
New York 22, N.Y.

17 October 58

Dear Ed:

Hear! Hear!

Regards,

Jack

F 302

Beck Jack

CBS RADIO

Office Communication

to: Ed Murrow, ~~Fred Friendly~~

from: Jack Beck

2 June 1958

George Stevens watched the original McCarthy program last Thursday, commented: "It's too bad there wasn't an Ed Murrow around in Germany to do a job like that on Hitler in the middle thirties."

JB

Beck, Jack

March 16, 1959

Dear Jack:

I would write this by hand but, if I did, you couldn't read it. The real purpose is to say thanks for your note and for what you said in it.

I am delighted that we will be able to keep SMALL WORLD afloat and, who knows, maybe a year from now we may be able to try our hands at something new.

As ever yours,

Mr. Jack Beck
KNX
Columbia Square
Los Angeles 28
California

ERM/hl

KNX

CBS RADIO PACIFIC NETWORK

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COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA · HOLLYWOOD 9-1212

JOHN F. BECK

Director, News Broadcasts

Dear Ed:

It seems the art of personal communication will be listed as one of the casualties of our busy times; and maybe that's one of a long list of things wrong with our times. At any rate, I felt that the disclosure this week of your intention to stand back and think about this and a lot of other things should not pass without my trying a literal hand at wishing you well.

Actually, that's somewhat redundant I suppose since you will know my sentiments. But since you intend to embark on something I attempted on a more modest scale—and I suspect for some of the same reasons—I feel impelled to tell you that you're about to become a much happier man and as someone who sampled the same medicine, I am delighted for you.

KNX

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JOHN F. BECK
Director, News Broadcasts

I hope that your travels bring you this way. And of course we won't be out of touch anyway what with "Small World."

As ever,
Jack

Beck, Jack

February 5, 1959

Dear Jack:

Lake Arrowhead is wonderful, but I fear it's too far apiece from here.

As ever yours,

ERM:skh

Mr. Jack Beck
CBS News
6121 Sunset Boulevard
Hollywood, California

CBS RADIO

Office Communication

to: Ed Murrow

from: Jack Beck

20 January 1959

Attached is a letter I received recently from the University of California.

I know that the lecture circuit is not your cup of tea. From personal observation however I can attest that this is a somewhat different experience. And Lake Arrowhead is nice in the summer.

So I suggest you tuck it away in your futures book and when the summer humidity rolls in, maybe you can find the time in the course of a vacation jaunt to pay us a visit.

Jack

F 302

UNIVERSITY OF CALIFORNIA

University Extension
Los Angeles 24

January 13, 1959

Mr Jack Beck
CBS Radio News Bureau
6121 Sunset Blvd
Hollywood, California

Dear Mr Beck:

As you suggested during our telephone conversation several days ago, I am putting into writing our invitation to Edward R. Murrow, Eric Sevareid and David Schoenbrun to take part in one of our residential seminars at Lake Arrowhead. (I am not including Dan Schorr because I assume that his visit here this month will preclude his return for some time.)

First, a bit of background...During the past eighteen months, our Department of Liberal Arts has presented a series of experimental programs in liberal adult education, among them the residential seminars described in the enclosed brochures. I know that you have been at our Conference Center at Lake Arrowhead, but am enclosing for your use a brochure describing the Center.

We are especially interested in making available opportunities for citizens to inform themselves on public affairs questions, both international and domestic. It is for this reason that we seek your assistance. As you will see from the descriptions of previous programs, we have presented several programs on such subjects, usually bringing together experts from different fields who examine the topic from the standpoint of their respective disciplines.

As for dates, we can be rather flexible, especially with a little advance notice. At the moment, we are planning programs to be held during the following periods: July 10-15, August 2-16, and August 30-September 7, 1959. Several broad themes will be dealt with for one week each, broken down into two-day units during which more specific topics within the theme will be considered. Thus people attending the programs may come for the entire week or for any one of the two-day units. One or more of the lecturers will be on hand during the entire week, to tie together the various threads of discussion, while others may come for as little as a day or two, to contribute their specialized knowledge.

This format makes it possible for us to tailor our program somewhat to fit the interests and availability of our resource people. Both topic and date (as well as length of stay) are open to discussion. We

would be most pleased to work with Mr Murrow or his colleagues in the selection of a suitable and timely subject for a program in which one of them might participate.

Among the subjects we are considering for next summer are the arts and culture of non-Western peoples, the influence of Freud on twentieth century society, and greatness (or perhaps creativity) in the arts. These are not yet assigned to definite dates, nor do they exclude consideration of other topics.

We think Messrs. Murrow, Sevareid or Schoenbrun would find participation in one of these seminars a rewarding experience, as have our previous faculty members. The people who are attracted to these programs, usually numbering about 100, have a lively interest in the liberal arts, and the inter-disciplinary nature of the topics often engenders interesting discussion. The setting at Lake Arrowhead is lovely, as you know, and the schedule provides time for enjoying the out-of-doors as well as for learning.

As for financial arrangements, we are somewhat restricted by the usual problems of University budgeting. As examples of compensation for varying lengths of time, we can offer for six days' participation an honorarium of $240, plus travel expenses and expenses at the center; for two days, $100 plus expenses at the center. In the latter situation, we would work with you on travel expenses.

I am sorry to have to write such a wordy letter, but it seems inevitable if I am to give you all the information you need. May I add just one final word? It is that this be considered a standing invitation to these gentlemen. In other words, although we hope very much that one of these men will be able to take part in the summer program, please keep the idea in mind for any time in the future that they may be available on the west coast.

Thank you for your interest.

Sincerely,

Lois Smith, Coordinator
Forum and Residential Programs

Beck

EDWARD R. MURROW
485 MADISON AVENUE
NEW YORK 22, N.Y.

December 6, 1957

Dear Jack:

Many thanks for your two wires about Atomic Timetable and the Thanksgiving Day piece on radio.

Incidentally, I am glad to see that you still listen to that old-fashioned device.

We have received a rather gratifying number of letters on the radio show. The response to the television show was not especially large, but it was most gratifying.

Best regards.

Sincerely yours,

Mr. Jack Beck
KNX
Los Angeles 28, California

RECEIVED
1957 NOV 29 PM 1:07
C.B.S. TELETYPE ROOM N.Y.

1 LA NY 11-29-57

ED MURROW

CBS NEWS

YOUR THANKSGIVING DAY OBSERVATIONS CAME THROUGH LOUD AND CLEAR ON OUR RADIO

REGARDS

JACK BECK

KNX
Los Angel 28, Calif.
6121 Sunset Blvd.

RECEIVED
1957 NOV 25 PM 5:34
C.B.S. TELETYPE ROOM N.Y.

28 LA NY 11-25-57

ED MURROW

CC FRED FRIENDLY

SEE IT NOW

THE TROUBLE WITH YOU IS YOU WANT TO ASK TOUGH QUESTIONS
AND GET TOUGH ANSWERS
YOU SURE GOT EM YESTERDAY

REGARDS

JACK BECK

Bech, Jack

J.J.

May 1, 1957

Gentlemen:

On this international holiday of the working man it pleases me to be able to report myself engaged in nothing more strenuous than trying to keep from falling out of a bunk aboard a bucking cargo ship 18-hundred miles from Norfolk, Virginia, while perusing Henri Pirenne's "Medieval Cities."

Fredsuggested prior to my departure that you might find useful a list of persons in the Far West who would in my judgment be suitable candidates for "Small World" this fall.

I have sketched such a list, drawn from the cinema, and what arts, letters, scholarship and public life we have out in the colonies. The list does not purport to encompass everyone who would enliven Small World. With the exception of perhaps a dozen people on the list, they all are people whom I have had occasion to meet mostly in professional circumstances and to form some impression of the degree to which they are knowledgeable and articulate.

Some of them are people of whom you may not heard. I have listed a few people who to my way of thinking would contribute to a program of this kind -- not by degree of their fame but rather by reason of their wit and knowledge in the field of their endeavor.

I'll give you a for-instance: If you ever were to talk about the movies, the legitimate theater, or writing, you could do worse than include brother Ardrey -- a pal of Sevaried's, one of the highest-paid screen-writers in Hollywood, playwright and author of a recently published 3-part series on Hollywood published by the Reporter magazine which is at once one of the drollest and most perceptive analyses of the trouble in paradise which I have seen.

Or, if you ever were to be conversing about TV, broadcasting, etc. and were to include a Jack Gould, you could do worse than to include a Hal Humphrey who writes for the Los Angeles Mirror and is syndicated in about 32 other cities.

I don't know to what degree you will feel that the possession of fame will be a prerequiste to appearance on Small World and to what degree you'll simply be looking to combine certainly explosive and stimulating combinations of personalities. I would suspect that some of the joy of producing such a program would be in discovering persons of limited reknown who might be successful in giving some of the more distinguished participants a provocative time of it.

At any rate, here is a list, with a note or two of identification or comment appended where it seemed useful:

Los Angeles area

1. Ethel Barrymore
2. Aldous Huxley (remember, I once wanted to bracket him with Lord Russell On See It Now.)
3. Lauren Bacall
4. Arthur Compton (Cal Tech. Distinguished son of distinguished father.)
5. Stanley Kramer (a very articulate movie-maker)
6. ArturRubenstein (who talks almost as well as he plays I have heard)
7. Dore Schary
8. Dr. Charles Lauritsen (One of the key figures in atomic physics. Cal TBch.)
9. Robert Ardrey
10. William Goetz (of the movie business)
11. David Selznick
12. Michael Todd
13. Millard Sheets (one of our better artists)
14. Robert Glass Clelland. (One of our best-known western historians.) (Huntington Library)
15. Huntington Hartford (And his unique colony for creative artists at Pacific Palisades)
16. John Huston
17. William Holden
18. Groucho Marx
19. Will Durant
20. Harold Lamb
21. Christopher Isherwood
22. Gerald Heard
23. Katherine Hepburn
24. Vincent Price
25. Hal Humphrey
26. Hedda Hopper
27. Richard Widmark
28. Orson Welles
29. Mercedes McCambridge
30. Jose Ferrer
31. Oscar Levant
32. Bing Crosby
33. Herbert Marshall
34. Charles Laughton (a real crusty one, this chap, if he speaks his mind.)
35. Elsa Lanchester (Equally).
36. Romain Gary (French consul-general; Resistance hero, one of France's half dozen outstandin authors recent winner of Prix Goncourt whom Frenh government has in Hollywood to charm the movie and TV people. Ask Larry LeSeur about him.)

37. Audrey Hepburn
38. Geroge Sanders
39. James and Pamela Mason
40. Michael Curtiz (the director)
41. Darryl Zanuck
42. John Ford (the director)
43. Vanessa Brown (once a quiz-kid and still bright)
44. Agnes Moorhead
45. Marlene Dietrich
46. Irene Dunne
47. William Saroyan
48. Dalip Saund (our India-born congressman)
49. Paul Ziffren (national Dem. committeeman and good yakker.)
50. Ed Pauley
51. Eric Johnston
52. Paul Hoffman
53. Henry Miller (most famous of our left-bank expatriate writers who have returned home in their later years. Program of Miller, Hemmingway, James Jones and Norman Mailer should be a sell-out!)
54. Joe Mankiewicz (the director)
55. Prince Mike Romanoff
56. Will Rogers Jr.,
57. Mrs. E.K. Stafford (of our anti-UNESCO school board she might be great with Dag Hammerskold)
58. Jacqueline Cochran
59. Floyd Odlum
60. Howard Hughes
61. Henry Kaiser
62. Betty Davis
63. Robert Montgomery
64. George Murphy
65. Adolphe Menjou
67. Dr. Frank Baxter
68. Gregory Ratoff
69. John O'Hara (when he's working in town on a picture.)
70. Lawrence Olivier (ditto above)

<u>San Francisco area</u>

1. Dr. Edw. Teller
2. Admiral Chester Nimitiz
3. Governor Goodwin Knight
4. Harry Bridges
5. Dr. Wallace Sterling (president of Stanford)
6. William Robinson Jeffers (poet residing at Carmel)

<u>Other Western Locales</u>

1. J. Frank Dobie (leading writer on the Southwest, lives in San Antonio, I believe)
2. Oliver LaFarge (Indian authority, lives at Santa Fe)
3. Paul Horgan (prominent southwest Historian, prizewinner for his "Rio Grande"

4. Tom Lea (author of "Brave Bulls" other Southwestern Americana).
5. Paul Rosenberg (nationally famed drama and art critic who works for Amon Carter's paper in Dallas, I believe.)
6. Senator Richard Neuberger (Oregon)
7. Senator Wayne Morse (Oregon).
8. Dave Beck (Washington -- if he's still around
9. Lucius Beebe. (Virginia City, Nevada. The 19th century's leading advocate.)

I share your enthusiasm for the possibilities and in a casual nomination for one of the funniest programs that passes through my mind at the moment, I'll suggest a tie-up of Eric in Washington, Hubert Humphrey in Minneapolis, Lucius Beebe in Virginia City and Randolph Churchill in London. I'd pay money to see that one.

Looks like we're still scheduled to dock at Rotterdam. For an immediate mailing address, I'd suggest Howard Smith and London.

As ever,

Jack (Beck)

Rotterdam it was — now on to Bonn tomorrow and a Volkswagen which Ernie Leiser has corralled for us. Looks like England may come later now since we advised to see southern countries first before the heat, come back to North in late summer when everyone else heading south. After Bonn and the V.W. we'll probably cut over to Paris.

J

6 LA NY 2/4/57

ED MURROW

SHOWED FILM TO MISS D FRIDAY NIGHT. SHE AND FRIENDS
FLETCHER MARKLE AND MERCEDES MCCAMBRIDGE ENJOYED IT IMMENSELY.
ASSUME YOU WILL BE HEARING DIRECTLY.

REGARDS,

JACK BECK

RECEIVED
FEB -4 PM 1:38
N.Y. TRAFFIC DEPT. C.B.S.

Beck, Jack

JANUARY 4, 1957

MR. JACK BECK
KNX
LOS ANGELES, CALIFORNIA

AM ARRIVING TWA #91 AT 7:05 AM JANUARY 13 AND WILL LEAVE ON THE NIGHT OF JANUARY 16. WOULD APPRECIATE GREATLY IF YOU RESERVE ROOM AT BEVERLY HILLS HOTEL. THANKS AND REGARDS.

ED MURROW

414-710-[illegible] 43

Beck, Jack.

To Ed Murrow

from JACK BECK

As you will see from the attached, the word is getting around.

A lady whose husband is an executive in the Coca Cola company called this morning. He's planning to send the speech to the company's advertising department...thinks it would be a good idea if they adopted your corporate suggestion.

Humphrey says he's had about two dozen phone calls since the speech was reprinted. Maybe it's not in vain.

JB

Beck, Jack

KNX

COLUMBIA PACIFIC NETWORK

CBS Radio - A Division of Columbia Broadcasting System, Inc.

COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA · HOLLYWOOD 9-1212

Dear Ed:

Just an FYI line ....

Pursuant, as the lawyers say, pursuant to my previously disclosed intention to ask for a leave this spring, I have so informed Messrs. Mickelson and Day; and further, I have suggested to them that in any re-shuffle of assignments which may ensue from Bob Pierpoint's intent to return home in 1957, I have asked for some consideration in a foreign assignment.

By the way, after an initial conversation about the Satchmo film in which she expressed a desire to round up some other interested friends, I've heard no more from Miss D. I assume she knows that the film awaits her convenience.

Regards,

Jack

Beck, Jack

OCTOBER 11, 1956

JACK BECK
KNX
LOS ANGELES

SURE STOP ANYTHING I DO IS YOURS.

ED MURROW

kll-k3
fe

3
4

RECEIVED
1956 OCT 10 PM 9:54
C.B.S. TRAFFIC DEPT. N.Y.

YQ LA NY 10/10/56

ED MURROW

YOUR OBSERVATIONS CONCERNING SUEZ ON TUESDAY EVENINGS RADIO PROGRAM DOVETAIL NICELY WITH SOME OTHERS FROM OVERSEAS STAFF IN PAST SEVERAL DAYS. WE CANT AFFORD YOU BUT WONDER IF YOU WOULD OKAY OUR RE-USING EXCERPT OF THE SUEZ OBSERVATIONS AS PART OF ROUNDUP THEREON FOR OUR SUNDAY DESK PROGRAM

REGARDS

JACK BECK

Beck, Jack

MAY 9, 1956

JACK BECK
KNX
LOS ANGELES

SORRY PARTNER FORGOT TO TELL YOU AM FLYING OUT SUNDAY NIGHT BACK MONDAY NIGHT STOP DINING WITH GOLDWYN BEFORE RETURNING STOP MAIN PURPOSE IS TO LOOK AT MIKE TODD'S PICTURE AND AT YOU. REGARDS.

ED MURROW

411-43

fc

A

RECEIVED
1956 MAY -9 PM 7:03
C.B.S. TRAFFIC DEPT. N.Y.

22 LA NY 5/9/56

U R G E N T...

ED MURROW

BOB NEWMAN OF GOLDWYN STUDIOS CALLED TO SAY YOU WOULD BE OUT HERE MONDAY AND THAT YOU HAD INVITED SAM TO GUEST ON THAT EVENING,S RADIO SHOW. SEEMS SAM IS BURSTING TO LET THE TRADE PRESS KNOW THIS BUT HE WANTED BE SURE IT WAS ALL RIGHT WITH YOU. I PRESUMED TO TELL HIM I WAS SURE IT WOULD BE OKAY WITH YOU FOR PUBLICITY. INCIDENTALLY, MAY WE TELL OUR OWN PUBLICITY MILL ABOUT YOUR IMPENDING ARRIVAL, SAM,S GUESTING AND OTHER MATTERS CONCERNING YOUR PLANS AND ITINERARY. REGARDS

JACK BECK

Beck, Jack

RECEIVED
1955 DEC 14 PM 2:10
C.B.S. TRAFFIC DEPT. N.Y.

674 DW CBSLA

12/14/55

ED MURROW,
FRED FRIENDLY,
CBS, NY

I DIG YOU THE MOST, DADDY-O.
JACK BECK

Beck, Jack

September 23, 1955.

JACK BECK
KNX
LOS ANGELES

SORRY HAVE NO IMMEDIATE PLANS FOR COMING TO COAST WILL ADVISE YOU IF ANYTHING DEVELOPS REGARDS

ED MURROW

414-710-43

RECEIVED
1955 SEP 23 PM 8:04
C.B.S. TRAFFIC DEPT. N.Y.

1069 OP

CBS LA SEPT 23,1955

ED MURROW

CBS NY

SALES HEARS RUMBLE YOU MAY SHORTLY BE OUT THIS WAY AND INTERESTED TO CONFIRM. MY BEST TRACKING PINS SOURCE ON ONE SAM FREED OF MGM. WHAT HAVE YOU HEARD. REGARDS,

JACK BECK

Beck, Jack

KNX

COLUMBIA PACIFIC RADIO NETWORK

CBS Radio - A Division of Columbia Broadcasting System, Inc.

COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA · HOLLYWOOD 9-1212

JOHN F. BECK
Director, News Broadcasts

February 22, 1955

Summons 7308

Mr. Edward R. Murrow
CBS Television
485 Madison Avenue
New York 22, N. Y.

Dear Ed:

This will serve to introduce Bill Beckinsale, for some years a competent and faithful worker in the vineyard of CBS West Coast Radio operations department.

His associations prior to that time were with the BBC and it is not unlikely that he may have some common ties with your own experience in London broadcasting.

He certainly will automatically bring with him the recommendations of those people in CBS Operations out here who regret losing him. But he hopes in this instance to determine whether there may not be some opening in and around the Murrow enterprises.

If you can spare a few moments from the mad schedule to guide Bill into the toils of Zousmer, Aaron, Friendly and other eminent producers in the shop it will be much appreciated.

As ever,

Jack

Yes

3/14
3pm

Beck, Jack

July 10, 1951

Dear Jack:

This is written on the 4th of July in my log house up in Duchess county. First of all my warmest thanks for your note of June 21.

There seems to be some possibility that I shall be on the West Coast during the thrid week in July and if that materializes I shall certainly hope to have a day or two with you and perhaps we can find fish that are unaccustomed to broadcasting. Right now that is the way I feel and believe me I am enjoying it.

As ever yours,

Mr. Jack Beck
Station KNX
Columbia Square
Los Angeles 28, California

KNX
COLUMBIA BROADCASTING SYSTEM, INC.
PACIFIC NETWORK
COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA

JOHN F. BECK
ECTOR, NEWS BROADCASTS

June 21, 1951

Mr. Ed Murrow
485 Madison Avenue
New York, New York

Dear Ed:

Thanks for your letter; and let me add as a personal footnote to the "Hear It Now" season just past that however wearisome the grind, there must have been a great sense of achievement and satisfaction for you, Fred and the whole crew.

I don't mean to sound like an ad agency account man, but contributing even the small bits which we did to the show we had the sense of working on something worthwhile.

I wish you a well-deserved rest; and if that west coast trip materializes maybe you'd be interested in some fishing down off Punta Banda in lower California -- it's only seven hours from here by automobile but several geological eons distant in atmosphere. On a clear day you can't even hear a radio.

Cordially,

Jack

JB:nm

Beck, Jack

June 7, 1951

Dear Jack:

It is after midnight on Thursday night and we are still wrestling with "Hear it Now". This is literally the first chance I have had to send you my thanks for your invaluable assistance in coming back and lending us a hand on the Hollywood piece. It is always a pleasure to see you under any circumstances, but it was particularly nice to have your expert counsel on that one.

We are going off the air at the end of June but management is at the moment at least disposed to return the show to the air in the Autumn. I hope to get a little rest during July and then, come August, go traveling somewhere. I hope to be able to spend a week or two on the West Coast, if so, I shall certainly make you a signal.

As ever,

Mr. Jack V. Beck, Director
Columbia Broadcasting System
Pacific Network
Columbia Square, Los Angeles, California

9

KNX

COLUMBIA BROADCASTING SYSTEM, INC.
PACIFIC NETWORK
COLUMBIA SQUARE, LOS ANGELES 28, CALIFORNIA

JOHN F. BECK
DIRECTOR, NEWS BROADCASTS

April 6, 1951

Mr. Ed Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

Just a word of thanks to you for the opportunity to sit in on "Hear It Now"; I enjoyed it tremendously and welcomed the chance to meet Fred and the other people involved.

I hope that things shake down after a while in a fashion to ease some of the pressure on you all which to an outsider seemed pretty fantastic.

By the way, I wonder if you've picked up a book called "The Twenty-Fifth Hour" by Virgil Georghiu. I understand it's a very big thing in Europe and after reading half of it on the train back I can well understand why. Some of the ideas developed seem grist for your mill to me.

As always,

Jack

JFB:ja

Beck, Jack

April 12, 1949

Dear Jack:

Here's the copy of the letter received from McNamara. Since this is a personal letter, let me say that I think if this case goes by the board without a formal hearing and appropriate action, it will be received as a green light for even increased uses of radio news.

AB

All is reasonably well here. I hope to see you sometime during July or August.

As ever yours,

Mr. Jack Beck
Columbia Broadcasting System, Inc.
Columbia Square
Los Angeles, California

COLUMBIA BROADCASTING SYSTEM, INC.
PACIFIC NETWORK
COLUMBIA SQUARE, LOS ANGELES, CALIFORNIA

April 6, 1949

Mr. Edward R. Murrow
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

Dear Ed:

This is a call for help on the part of the Radio News Club out here.

A week or so ago I believe you received a letter over the signature of the current president, Jim McNamara, asking you for your opinions and convictions in the matter of objective reporting of news over the air.

Because of the nature of the business in which the Club finds itself involved concerning the FCC investigation of certain activities out here, it behooves the organization to be extremely careful in documenting its moves. Such care would include keeping a copy of the letter sent to you and other outstanding broadcasters. I regret to report that there seems to have been a fumble in this regard. We find ourselves with a number of replies to that letter, but no copy for our own files of the letter which we sent out requesting information and opinion.

I have therefore been deputized to ask whether you would be so good as to have someone there run off a copy of the letter sent to you by McNamara. We don't want the original, of course -- just a copy will suffice.

Let me extend our thanks for your prompt reply to our request; and perhaps I can take this opportunity to personally fill you in a bit further as to our purpose in soliciting your comments. Chief counsel for the commission asked the RNC to secure opinions and statements by disinterested news broadcasters of good reputation which might be entered into the record of any hearings as documentation of what constitutes good radio news practice.

If there is a hearing -- which will be determined after the consideration of the licensee's latest petition on April 18th -- it's possible that all this material will serve as some sort of measuring stick of objectivity in the presentation of news.

You continue to increase the number of your friends and admirers out here both in the news business and among the listening public if I am any judge. I hope that all goes well with you.

Thanks and regards,

Jack

Jack Beck

JFB:jfs

4-C-3

TELEVISION QUARTERLY

FALL 1970 VOL. IX NO. 4

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EDWARD R. MURROW AND TODAY'S NEWS

EDWARD BLISS, JR.

Edward R. Murrow was a prophet, though he would have taken strong offense at the term. Twenty years ago, he said in a radio broadcast, "With all our massive strength, speed of communication, productive capacity, high standard of living, we are not all-powerful."[1] Something the Nixon Administration is trying to explain to the electorate today. Fifteen years ago, he prophesied that if the French pulled out of Vietnam, we would "inherit the mess."[2] Thirteen years ago, Murrow detected an incipient split in the "monolithic" partnership between Moscow and Peking.[3] In 1958, he said of De Gaulle, "He was against European Union. He is capable of taking France out of NATO."[4] Indeed, De Gaulle was—and did! Again, in that same year, Murrow was saying, "We should be making Latin Americans acutely aware that every step to extend democracy is sure of sympathy in the United States." Otherwise, he warned, "we may find the Cold War is being brought to our own backyard."[5]

I submit that these insights are due to more than Murrow's habit of doing his homework. He had a special gift of perspicacity, so

MR. BLISS is Associate Professor of Broadcast Journalism at The American University, Washington, D. C., where the 53rd annual meeting of the Association for Education in Journalism convened. The article following is based on a paper Mr. Bliss presented to that meeting August 19, 1970.

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that much of what he said on the air remained timely for months, even years. There was an immense durability to his ideas. What insights did Murrow have regarding broadcasting—the role of broadcast journalism—which hold good today?

First of all, what did Murrow look for in a broadcast journalist?

Murrow said that at the outbreak of World War II, when he was recruiting the first overseas staff in the history of broadcast journalism, "I tried to concentrate on finding people who were young and who knew what they were talking about—without bothering too much about diction, phrasing and manner of speaking." However, he said the broadcast journalist must be able to read his script "in such a fashion as to be believable."[6] The "believable" men Murrow recruited included William L. Shirer, Howard K. Smith, Charles Collingwood, Richard C. Hottelet, Eric Sevareid and Larry Lesueur. He tried to recruit Walter Cronkite, who chose at that time to remain with the United Press.

Murrow believed in objectivity. "We shall do our best to identify sources," he said, "and resist the temptation to use this microphone as a privileged platform from which to advocate action." But in the next sentence he admitted, "It is not, I think, humanly possible for any reporter to be completely objective, for we are all to some degree prisoners of our experience."[7] And, of course, there is that admission he made in his letter written to his parents from London during the war: "I remember you once wanted me to be a preacher, but I had no faith, except in myself. But now I am preaching from a powerful pulpit. Often I am wrong, but I am trying to talk as I would have talked were I a preacher. One need not wear a reversed collar to be honest."[8]

When Murrow said that, in the spring of 1940, he was "preaching" faith in Britain's will to survive and the need for American assistance. "From here it appears that many people at home do not realize the lateness of the hour."[9]

A short time later, he was saying, "There is something unique about the American system of broadcasting. I believe that what comes out of the loudspeaker is the most honest and accurate reflection of what goes on in a nation. Radio reflects the social, economic and cultural climate in which it lives and grows....Our system is fast, experimental, technically slick. It is highly competitive and commercial. Often it is loud, occasionally vulgar, generally optimistic, and not always right. There is much controversy and debate, and some special pleading, but frequently the phonies are

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found out. There is no conspiracy to keep the listener in ignorance, and government does not guide the listening or thinking of the people."[10]

But, occasionally, government does.

In 1960, when Nikita Khrushchev came to New York for a meeting of the United Nations General Assembly, the State Department advised the networks to play down the Soviet premier's visit. Murrow regarded this as an affront to the First Amendment.

On his Sunday radio program *Background,* [11] he said, "A spokesman for the State Department telephoned the networks and suggested, quite informally of course, that it would be a good idea not to give too much exposure or time to Khrushchev and his cohorts. This is dangerous business, made more dangerous by the fact that only John Daly of ABC and the president of the Mutual Radio Network[12] said in effect that they would decide what was news without any help or guidance from the State Department. The others remained mute."

The networks, Murrow contended, "should have risen as one man and said, 'Thank you very much period. We in the news business think we are competent to make our own decisions, are prepared to be judged by the results and require no editorial assistance from the State Department'....It would appear that the State Department was fearful that the American citizenry be exposed to dangerous thoughts. The danger...lies not in Khrushchev's propaganda, or in the fact that the State Department improperly sought to bring pressure to bear upon the networks, but rather that the networks did not seize the opportunity to defend not only their limited independence but one of the basic principles of a free society."

The "suggestions" on news coverage from high government officials are still heard today.

I remember Murrow expressing alarm over the role of poll-takers in election campaigns. He took heart when the predictions of pollsters went awry. In this he found deep personal satisfaction. It means, he said, we are not robots.

As he expressed it in a broadcast[13] after the upset election of 1948, "I do not pretend to know why the people voted as they did, for the people are mysterious and their motives are not to be measured. This election has freed us to a certain extent from the tyranny of those who tell us what we think, believe and will do

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without consulting us. No one, at this moment, can say with certainty why the Republicans lost and the Democrats won. Certainly the Republicans did not lose for lack of skillful, experienced—indeed, professional—politicians. They did not lose for lack of money or energy. They lost because the people decided, in their wisdom or their folly, that they did not desire the party and its candidates to govern this country for the next four years."

Two days later[14] he returned to the subject. "We know now," he said, "that during recent months many of us were taken in by something that wasn't true. We had almost come to believe that the hopes, the fears, the prejudices, the aspirations of the people who live on this great continent could be neatly measured and pigeon-holed, figured out with a slide rule....The experts and the pollsters have, in fact, restored to us an appreciation of the importance, and the purely personal character, of our own opinions. From here on, it will be easier to doubt the persuasive or hysterical voice that reaches us through the radio or the columnist who writes with power or persuasiveness but who divulges few facts....Certainly the experience will cause many of us who write and talk to approach the task with more humility, to consider always the possibility that we may be wrong, and to search more diligently for facts upon which the reader or listener may base his opinion."

Murrow spoke after the last radio election. By the next presidential election in 1952, the image as well as the voice of the politician was abroad in the land. It was then, in private conversation, Murrow raised the question whether with the advent of television an Abraham Lincoln could be elected. After all, Mr. Lincoln was not much to look at. He was gangling, unprepossessive. His voice left much to be desired. "Could Abraham Lincoln," he wondered, "have been elected today?" He doubted it.

The fine art of political packaging of candidates for television had not been developed in Murrow's time, but he had noted its potential. When, in the 1952 campaign, Richard M. Nixon, then the Republican candidate for Vice President, went on television to defend a $20,000 fund that had been set up for him by a group of California businessmen, Murrow was impressed by how effective television could be as a political tool. "Senator Nixon's half-hour television report," he said,[15] "was regarded by many as statesmanlike, while others termed it a corny soap opera performance which no Hollywood script writer would have dared produce. But it worked. The results were sensational. Telegrams, telephone calls

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came pouring in. Eisenhower and Nixon staged an emotional reunion. What everyone's opinion of that performance may be, the fact remains that the climate of opinion could not have been changed so quickly had television not been available to transmit throughout the country that amazing performance which caused many to weep and some to laugh."

The true function of television in politics, Murrow believed, was "to operate a market place in which ideas may compete on an equal footing."[16] He observed, "It is true that the voter may elect to purchase the second-rate, shop-worn or shoddy idea. He may mistake a mobile countenance for an agile mind. He may vote for profile rather than for principle. An unruly lock of hair[17] may be more effective than a disciplined mind. Television offers no guarantee that demigods can be kept from political power. It merely provides them wider and more intimate, more immediate circulation."

Murrow believed in the right of reporters in a free society to report. In 1950, when the State Department temporarily suspended the entry visas of all foreigners because of fear of subversion, and began interning aliens on Ellis Island, the broadcaster was refused access to the island in New York Harbor. He was outraged. "This," he said,[18] "raises an interesting question, not regarding freedom of movement for aliens, but for American reporters."

When President Truman issued an executive order establishing security officers in every Government agency for the purpose of passing upon information to be released to the press, Murrow protested. "The purpose of this directive," he said in his nightly broadcast,[19] "was stated to be denial of information that might be useful to a potential enemy. No effort was made to define what that information was....Tonight the Office of Price Stabilization has directed its employes throughout the country 'to prohibit the disclosure of material, or the release of any other internal information, that might cause embarrassment to the Office of Price Stabilization'. Presumably anything that might embarrass the OPS would give aid and comfort to the Russians. This is the type of umpiring, or censorship, that we have never before tolerated in this country."

It was Murrow's contention that such issues should, literally, be aired. When the reputation of a young officer[20] was jeopardized by his classification as a security risk on the basis of unspecified allegations, and without the appearance at the hearing of a single witness, Murrow stated on nationwide television,[21] on behalf of Fred W. Friendly, his co-producer, and himself: "We believe that this case

illustrates the urgent need for the armed forces to communicate more fully than they have so far done the procedures and regulations to be followed in attempting to protect the national security and the rights of the individual at the same time. Whatever happens in this whole area of the relationship between the individual and the state, we will do it ourselves—it cannot be blamed upon Malenkov, or Mao Tse-tung, or even our allies."[22]

At another time, Murrow complained, "We are being made to make up our minds without access to evidence. And if that should become our habit, then our heritage is in danger."[23]

Secretary of State Dulles would not allow American reporters to go to the Chinese mainland, and Murrow said,[24] "On one aspect of the question of sending reporters to Red China there is no argument, and that is the importance of knowing what is going on."

For Murrow it was forever individual freedom, freedom of information, freedom to dissent. His clash with Senator Joseph McCarthy was inevitable in terms of all three of these freedoms. In concluding his famous *See It Now* broadcast in which he and Friendly documented McCarthy's methods,[25] he said, "The line between investigation and persecution is a very fine one, and the junior senator from Wisconsin has stepped over it repeatedly. His primary achievement has been in confusing the public mind as between the internal and external threat of Communism. We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason if we dig deep in our history and our doctrine and remember that we are not descended from fearful men, not from men who feared to write, to speak, to associate and to defend causes which were for the moment unpopular."

Again, in a speech:[26] "There is a false formula for personal security being peddled in our market place. It is this, although not so labeled: Don't join anything, don't associate, don't write, don't take a chance on being wrong....There is no such thing as a Voice of America. That voice is made up of senators, and admirals, and clergymen, the Supreme Court, trade policies, race relations. There is no longer such a thing as a domestic news story; each is part of the voice of this country abroad. And if that collective voice tells the story of reduced freedom, of a tyranny of silence, of

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a fear of change, then within measurable time we shall find ourselves a great, powerful continental island off the coast of Kamchatka, with the rest of the world either united against us or indifferent to our fate. Our example, our demonstration of freedom in action, may be more powerful than our dollars, more persuasive than the threat of our bombs."

Ed Murrow believed that broadcasting has an obligation in all this, to play a major role. He accused the networks of being fearful. At a national meeting of radio and television news directors in Chicago,[27] he said, "The oldest excuse of the networks for their timidity is their youth. Their spokesmen say, 'We are young; we have not developed the traditions nor acquired the experience of the older media'. If they but knew it, they are building those traditions, creating those precedents every day. Each time they yield to a voice from Washington or any political pressure, each time they eliminate something which might offend some section of the community, they are creating their own body of precedent and tradition."

And finally, for today's broadcast journalist, Murrow's reminder[28] that the electronic magic which enables him to be heard coast-to-coast does not confer infallibility upon him, or even great wisdom; that the instrument confers no greater wisdom on his words than if they were shouted from one end of a tavern to the other.

Therein lies the challenge.

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NOTES

1. *Edward R. Murrow and the News,* CBS Radio, Sept. 6, 1950.
2. *Ibid.,* May 4, 1955.
3. *Ibid.,* May 30, 1957.
4. *Ibid.,* March 18, 1958.
5. *Ibid.,* Feb. 25, 1958.
6. Broadcast on March 13, 1958, marking the 20th anniversary of the first *World News Roundup* program on CBS Radio.
7. *Edward R. Murrow and the News,* CBS Radio, Sept. 29, 1947.
8. Alexander Kendrick, PRIME TIME (Boston: Little, Brown, 1969), p. 195.
9. *Ibid.*
10. *Ibid.,* pp. 285–286.
11. Oct. 2, 1960.
12. Robert F. Hurleigh.
13. *Edward R. Murrow and the News,* Nov. 3, 1948.
14. *Ibid.,* Nov. 5, 1948.
15. *Background,* Sept. 4, 1960.
16. *Ibid.,* same date.
17. An apparent reference to John F. Kennedy.
18. *Edward R. Murrow and the News,* Oct. 12, 1950.
19. *Ibid.,* Sept. 27, 1951.
20. Lt. Milo Radulovich of the Air Force Reserve.
21. *See It Now,* Oct. 20, 1953.
22. The question of security was resolved in the officer's favor.
23. Kendrick, *op. cit.,* p. 42.
24. *Edward R. Murrow and the News,* April 24, 1957.
25. *See It Now,* March 9, 1954.
26. Upon receiving the annual Freedom House Award on June 28, 1954.
27. The RTNDA convention, Oct. 15, 1958.
28. *Edward R. Murrow and the News,* Sept. 29, 1947.

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Ed Bliss

CBS NEWS

Office Communication

to: Mr. Fred Friendly

from: Ed Bliss cc Mr. Murrow

December 3, 1960

Churchill said, "We shape our buildings; thereafter they shape us." If this is true, God help us. For springing up all around are, in Crosby's phrase, "these glass and steel Mechanp sets that pass for buildings and stifle the soul."

It is that, and much more. It is the age of the megalopolis. It is mushrooming suburbs. The New York metropolitan area will grow almost 50 percent in population in the next quarter century. How much land will be set aside, before it is too late, for the protection of water resources? How much for the aesthetic needs of future generations? What acreage is being reserved for parks?

It is the problem of transportation. Should railroad commuter service be turned over to some kind of state authority? How much longer will the parkways serve? What about the controversy over one-way streets?

It is housing. Must human beings share their beds with rats? And when slums are torn down, what provision is made for the people who are displaced? (New York City's first low-rent housing project was dedicated 25 years ago today).

It is the erection of mammoth office buildings, which aggravate the commuter problem and spawn local congestion. Are we building architectural dinosaurs?

It is all these problems, plus sewage disposal, sleazy billboards, preservation of monuments, the smoke belched out by poorly maintained buses, and smog.

And it is inner rot. John Galbraith suggests it when he speaks of "the unhinged and disorderly quality of our urban society and the consequent squalor, delinquency and crime."

I know that a similar program has been produced by Public Affairs. But it tackled only a few of these problems. It was only a teaser.

The visual possibilities of this program are exciting. Montage of trains, buses, ferries converging on Manhattan, feet scurrying up subway stairs, secretaries, clerks, young men with dispatch cases.

CBS NEWS

Office Communication

to:

from:

Street traffic at rush hour; Sunday traffic on the parkways. Rows of old brownstones what have become slums and rows of new apartment houses in Queens, the slums of tomorrow. I shall never forget the sick feeling I got flying low-level over Northern New Jersey, looking down on the suburban scene, the houses crowded together so that it seemed like a vast sepulchre.

Artists sketches could be used to tell, for example, the evolution of the skyscraper. They would show, in quick succession, the Flatiron Building, Singer Building, Woolworth Building, Chrysler Building, Empire State Building...higher, higher, higher. Then the new shape, no longer the "needles" but the chrome and glass Meehane sets.

Every phase of the problem can, I believe, be shown visually. But the meat would be in the interviews. People who might profitably be interviewed on camera include:

Lewis Mumford
Edward Stone
John Crosby
Robert Moses
John Galbraith

I wish I were more eloquent, but I think if CBS REPORTS did a program on the new metropolis, perhaps even on just one facet of the problem, it could be a landmark. You may already have it in mind.

E.B.

Jim Connors

CBS NEWS

Office Communication

to: Jim Connors

from: Ed Murrow

June 8, 1960

Ed Bliss will be coming to see you shortly to negotiate a contract as Producer of my new radio program, BACKGROUND. I am sure there is no need for me to point out to you that Ed with his many years of experience is of inestimable value to me and that I would appreciate your giving consideration to this fact. Many thanks.

ERM:gw

Bliss, Edward L.

May 24, 1951

Mr. Louis M. Lyons
Nieman Foundation for Journalism
44 Holyoke House
Harvard University
Cambridge 38, Massachusetts

Dear Mr. Lyons:

How I sympathize with the problem that confronts you in selecting the Niemann Fellows. Even after fifteen years I still have vivid memories of the difficulties we used to have at the Institute of International Education in awarding fellowships for graduate study abroad and in selecting foreign students to come to this country.

Regarding the applicant Edward L. Bliss, as you undoubtedly know, he is now employed by CBS as an editor in the Newsroom. For the last four years he has upon frequent occasion checked and edited my own copy for fact and substance. He performs the same functions or duties for other CBS news broadcasters. I have had no opportunity to witness or observe Bliss' abilities as a reporter, but I do know from considerable experience that he is meticulous as to detail; that so far as radio is concerned, his taste as to public acceptance is impeccable; and I have never known him to be mistaken regarding a fact. His attention to detail is, in my opinion, quite remarkable; he is undoubtedly responsible for preventing a great many errors of fact from being broadcast over this network.

If I may presume to make a comment regarding the two CBS candidates with whom I am familiar, Pepper Martin and Ed Bliss, it would seem to me that the Committee is faced with a choice between a man who is an active reporter and may be presumed to plan to continue in that role, that is, Martin; and a man who is an editor who exercises supervisory functions over broadcasters, namely, Bliss. I would certainly not presume to make a choice between these two because their functions and their possibilities are wholly different. However, I can say that so far as Bliss is concerned, I know of no one on the editorial side of radio news broadcasting who is more highly regarded and, indeed, who is more likely to continue in his present function and expand his influence.

Sincerely yours,

HARVARD UNIVERSITY

NIEMAN FOUNDATION

FOR JOURNALISM

OFFICE OF THE CURATOR
44 HOLYOKE HOUSE
CAMBRIDGE 38, MASSACHUSETTS

May 3, 1951

3

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, N.Y.

Dear Mr. Murrow:

Edward L. Bliss is applying for a Nieman Fellowship at Harvard and has given the selecting committee your name as a reference. It will be helpful if you will give the committee in confidence your judgment of Mr. Bliss as a newsman.

If this year is like any of the previous thirteen years since the Nieman Fellowships were established, the selecting committee will have to deal with more than 100 applicants, and it has no more than twelve fellowships to award. That makes selection difficult.

A fellowship provides an academic year (September-June) of residence at Harvard for studies of the Fellow's own choosing to strengthen his background for news work. It carries a stipend based on the salary he relinquishes during the nine months' leave of absence from his job.

As these fellowships were provided for the service of journalism, newsmen have a right to expect that the selections will be made from people who are going to stay in news work, and whose standards of journalism are high. They need also to be capable of taking fullest advantage of a year of study. Each Fellow is left free to follow his own program of work at Harvard.

So we will particularly welcome any help you can give us in appraising Mr. Bliss for such an opportunity as we can give only to a few of those who apply.

Sincerely yours,

Louis M. Lyons

LUCIUS W. NIEMAN FELLOWSHIPS FOR NEWSPAPERMEN

AT HARVARD UNIVERSITY

The Nieman Fellowships at Harvard are for working newspapermen, and women to increase their background for newspaper work.

A Nieman Fellowship provides the holder a college year of residence at Harvard University for the pursuit of studies of his own choice. A stipend is awarded which approximates under average circumstances the salary the Fellow relinquishes during his leave of absence from his regular employer for the college year (September - June), plus tuition and University fees.

About twelve Fellowships are awarded each year by a Selecting Committee, half of whose members are practicing newspapermen. Selections are made on the basis of applications. Applications must be received by May 1 for the college year opening in September. Awards are made in June.

* * * *

An Application, on a form provided, includes samples of the candidate's work, a full statement of his experience (he must have at least three years of newspaper experience), and a statement of his proposed plan of study for the year. It must have the support of his employing paper and a grant of a leave of absence for the Fellowship year.

The Nieman Fellowships were established at Harvard in 1937 by a bequest of Mrs. Agnes Wahl Nieman in memory of her husband, Lucius W. Nieman, founder of the Milwaukee Journal. In the terms of her will, the bequest was made "to promote and elevate the standards of journalism in the United States and educate persons deemed specially qualified for journalism."

The Selecting Committees, guided by the terms of the bequest, have sought to select newspapermen of high standards and professional competence whose performance holds promise of effective and responsible journalistic service for readers who need to be informed. In thirteen years the Fellowships have been held by 155 newspapermen from twenty-nine states. Any newspaperman from the United States with three years' experience is eligible to apply.

Nearly every department of newspaper work has been represented. Nieman Fellows have been staff reporters, copy readers, political writers, foreign correspondents, science writers, labor writers, editorial writers, city editors, Sunday editors, managing editors, and some publishers of their own smaller papers.

No specific requirements are made as to previous education. Most Fellows have been graduates of colleges or had some college work. But a considerable number have never attended any college, and most of these have not been handicapped for studies under their Fellowships.

* * * *

All departments of Harvard College and all professional schools of Harvard University are open to Nieman Fellows, and all the libraries, museums and collections are accessible to them. In the nature of their interests, most find their studies in the central Faculty of Arts and Sciences. History, Government and Economics have proved the central interests of the largest number of Fellows. But every year some Fellows are doing some of their work in the medical sciences, law, business or city planning, and these Graduate Schools have not only been hospitable but have often made special arrangements to assist the Fellows to make the most of their limited time.

The Curator of the Nieman Fellowships, assisted by a Faculty Advisory Committee, consults the incoming Fellows and guides them in selection of courses closest to their interests.

No degrees are awarded Nieman Fellows, and no formal credit is given for courses taken. Each Fellow is entirely free to choose studies that he believes will be of most use in his own work. He is encouraged to pursue his special interests by whatever means seem most effective. He may concentrate on a very few courses or give more general attention to a larger number. He may find informal means, outside of courses, by consultation and use of reading lists, to develop his own special project. Most Fellows find they want to select three or four courses for quite regular attendance, and wish to follow the assigned reading in some or all of them. They will often wish to attend less regularly a few other courses, or attach themselves to one or two seminars that may meet only once a week. Each Fellow is asked to select some one course of such central interest to him that he will want to do all the work in it which is normally expected of a candidate for a degree.

* * * *

As examples of study programs of Nieman Fellows the following course lists were chosen by several representative Fellows in 1950-51:

1. A general staff reporter:
   - *Social and Cultural History of the U. S.
   - The Westward Movement in U. S. History
   - Fundamental Human Rights

   - Public Policy and Labor
   - American Literature from the Beginning to the Present
   - Intellectual History of the U. S.

2. An editor of a small Southern daily:
   - *Regional Planning
   - Seminar in Military and Political Strategy in War and Peace (a major paper in this course)

Democratic Theory and Its Critics

Public Administration (a major paper on public administration and the press)

Economic Analysis and Public Policy

Writing Seminar

3. A reporter seeking background for Far Eastern assignment:

*Introduction to the Civilization of India

Far Eastern History

Social Structure of China and Japan

Fundamental Human Rights

4. A European correspondent:

*Russian History

*Far Eastern History

European History

Seminar in writing (working on a book)

American Literature from the Beginning to the Present

Westward Movement in U. S. History

5. A city editor of a Northwest daily:

*Social and Cultural History of U. S.

*Fundamental Human Rights (a major paper on the constitutionality of the U. N. covenant on the press)

Westward Movement in U. S. History

American Constitutional Development

Seminar in writing

Population Trends

Conservation of Natural Resources

Economics of Social Security

*The starred courses represent the Fellows' main lines of interest. The courses below the line were attended more casually as time permitted.

* * * *

Besides their individual studies, the Nieman Fellows participate in two group programs arranged by the Nieman Foundation. These are Nieman dinners and Nieman seminars. The dinners are held about twice a month. At each dinner a guest journalist is invited to lead an evening's discussion in which a number of faculty guests also join.

The seminars are held weekly, with a faculty guest speaker, to acquaint the Fellows with some of the major fields of intellectual activity in the University and with some of the most stimulating faculty members.

The Fellows may and often do develop other group activities of their own and are individually invited to join in a wide range of group activities within the Harvard Community. Fellows each year find many informal, agreeable and useful contacts with members of the Harvard Faculty, who have uniformly proved very hospitable and helpful to Nieman Fellows.

Appointments to Fellowships are held below an age limit of forty. Fellows have averaged thirty-one to thirty-two. The experience of a dozen years suggests that twenty-seven to thirty-two is a very satisfactory age for such an educational experience to count most.

Most Nieman Fellows have been married and have brought their families to Cambridge. The Nieman Foundation assists Fellows from a distance to find apartments to rent. Fellows without families may become residents in the Harvard "Houses" where they find congenial associations with students, faculty and other mature fellowship holders. Every Nieman Fellow is affiliated with one of the Houses for its social and intellectual association. Fellows are also given membership in the Harvard Faculty Club.

The presence in the University of other mature groups — Trade Union Fellows, Education Fellows, Agricultural Extension Fellows, Littauer Fellows (in Government), and members of the Advanced Management Course in the Business School — affords common ground for varied associations.

* * * *

The Selecting Committee on Nieman Fellowships for 1951 are: Benjamin M. McKelway, editor of the Washington Star; Forrest W. Seymour, editor of the Des Moines Register; Harry S. Ashmore, executive editor of the Arkansas Gazette; David W. Bailey, Secretary of the Harvard Governing Boards; William M. Pinkerton, Director of the Harvard News Office; and Louis M. Lyons, Curator of the Nieman Fellowships, chairman.

Application forms or information about the Fellowships can be obtained from the Nieman Foundation, 44 Holyoke House, Cambridge 38, Mass.

By the calendar, Winter has given way to Spring. It is also the season of political speech-making, and this is a season that will last through Spring and Summer, and run a fair distance into Fall... though some politicians have been known to speak out of season. Listening to political speeches, this reporter has been struck by similarities, regardless of party. A Democrat will mix metaphors as readily as a Republican. This mixing usually occurs when the candidate speaks spontaneously. Of course, the preparation that goes into some of these ad lib remarks is formidable. Mark Twain estimated it generally takes three weeks to prepare a good impromptu speech. (In a pinch, a fair to middlin impromtu speech has been known to be prepared in three days). Not all speeches are written by the candidate. If an active candidate wrote all the speeches he made in the course of a campaign, he would have no time for delivering them. Years ago, Raymond Clapper said if a candidate can't get up and make a speech of his own... if he has to hire a press agent to write it for him... then why not let the press agent be the candidate? This is an interesting thought.

There are supposed to be politicians you can hardly persuade to speak. There may be some of this kind. But the only example this reporter can think of right off is Calvin Coolidge. Calvin Coolidge not only didn't like to talk, but he thought not talking was a good idea. "I never got hurt," he said, "by anything I didn't say." There are some who question whether political speeches serve any useful purpose. This school is represented by Franklin P. Adams, who says simply, "Accustomed as I am to public speaking, I know the futility of it."

A lot of politicians have come out four-square for freedom and justice, as though they were spoiling for a fight. They take on the aura of knights in shining armour, tilting at windmills. Republicans are for freedom; so are the Democrats. And both parties are for peace. In another campaign year, Will Rogers said: "I been trying to read the papers and see just what it is in this election that one party wants that the other one don't. To save my soul I can't find a difference. The only thing I can see where they differ is that the Democrats want the Republicans to get out and let them in,

and the Republicans don't want to get out."

Politicians like to quote George Washington. It is supposed to show they are students of history and always tell the truth. George Bernard Shaw quoted all kinds of people, and even quoted himself. "Quoting myself," he explained, "adds spice to my conversation." Some would call this conceit, but it showed he had faith in himself. Robert Benchley said, "The easiest way to make a monkey of a man is to quote him."

Politicians generally make more promises than they can keep. This is because mostly they agree with Jonathan Swift who said, "Promises and pie-crust are made to be broken." It is also because they want to be elected.

Montesquieu said, "What the orators want in depth, they give you in length." But some promises are shortened into slogans, for shouting and putting on posters. There was "Two Dollars a Day and Roast Beef", used in the campaign of 1840, and "The Full Dinner Pail" and "A Chicken in Every Pot". Roast beef, dinner pail, chicken. Votes are made of this.

When a politician is moved to make a speech, he must praise the city in which he is speaking. (The other day, a politician thought he was somewhere else and praised the wrong city). Invariably, the speaker has fond recollections of the place where he is making his speech. He courted his wife in the next county, attended the local school, or was born in the small frame house at the corner of Elm and State. It is always your "fair" city. There are no ugly cities to a visiting politician in search of public office. Soot there may be, slums, and smog. But as Henry James said, "Practical politics consists in ignoring facts."

A real good political speech was made by Abraham Lincoln. It was his first speech, made while running for the legislature in Illinois, in 1832. It was plain talk. Lincoln said, "I presume you all know who I am. I am humble Abe Lincoln. I have been solicited by many friends to become a candidate for the legislature. My politics are short and sweet like the old woman's dance. I am in favor of a national bank. I am in favor of the internal improvements system, and a high protective tariff. There are my sentiments and political principles. If elected, I shall be thankful. If not, it will be the same."

(insects)

Bugs
A2

President Eisenhower, imbued with the spirit of Spring, opened a recent news conference by citing the Old Testament passage: "The time of the singing of birds is come, and the voice of the turtle is heard in the land." For, lo, the Winter is past. It occurs to this reporter, who was fetched up on a farm, that the time likewise has come for the singing of katydids and cicadas---not to mention bull frogs---and so, with your forebearance, he would like to examine the subject of bugs. It would not be fitting, in examining so portentuous a question, not to turn to the works of Josh Billings. The entomologists can tell us that a true insect has six legs, a body made up of head, thorax and abdomen, and that 800-thousand different kinds of insects have been found, and identified, although at least two million other breeds of insect are believed to exist. These are cold statistics, but Josh Billings can be depended on to warm them up. He does this by giving the insects personality, as well as six legs, head, thorax and abdomen.

Some of these "personalities" are lovable...like butterflies...and some are downright ornery, like the Yellow Jacket. Billings says, "The yello jacket iz ov the wasp purswashun, and iz about one size smaller than the

common blak hornet...and iz much hotter, in his coolest moments, than enny other bug. Don't go near a yello jacket's nest in the month of August," he warns, "unless yure life iz insured. Not even a hard-shell Baptist, or a missionary, would be safe in that naborhood."

His portrait of a bumble bee is not much kinder. "The bumble bee," he says, "iz a kind ov big fly who goes muttering, and swearing, around the lots during the summer, looking after little boys to sting them...and stealing hunny out ov the dandylions and thissells. He iz mad all the time about something, and don't seem to care a cuss."

Billings dismisses the Kroton bug likewise in one paragraph. "The kroton bug are dirty blak kusses, without enny pedigree and ov no more use than an extra fly in the soup. What they live on, no naturalist knows---or dassent tell. There iz a powder advertised which they say will klean the kroton bugs all out ov the house in 4 days. I am no gambler, but I will give the powder 7 days' start---and then bet on the bugs. There iz only 1 sure way to get krotons out ov the house. Burn up the house."

Of the common spider, he speaks kindly...calling it "one ov the most ingenious and hardest workers amung the whole lot ov little bugs in kreashun."

He says, "They will do more work on a web, in six hours, than a man could do in h iz whole lifetime---and do a much better job into the bargain." But Billings does not whitewash the spider. It is true, he says, they set traps for their victims. "They are az mean az a man in this respekt."

He characterizes the grasshopper as "a flippant bug, green for color, that kan fli, hop, walk, sit still, or run." He adds, "What they are good for haz been concealed from mmm us for wise reasons but the evil they kan commit iz sometimes equal to famine."

Regarding the mosquito, he says: "Muskeeters are a game bug, but they won't bite at a hook. Thare is millyuns ov them kaught every year, but not with a hook. This makes the market for them unstiddy---the supply allways exceeding the demand. The muskeeter haz a good ear for musik, and sings without notes. The song of the muskeeter iz monotonous to sum folks, but in me it stirs up the memories ov other days. The muskeeter haz inhabited this world since its kreashun, and will probably hang around here until business closes."

"Until business closes." Joe Alsop said in a recent column that the praying mantis may inherit the earth. And it may be pertinent to ask

how much Strontium-90 can a cricket absorb. The adaptability of insects to their environment is well known. Scientists say that insects were making their cricket-sounds on earth at least 200-million years before Man put in his appearance. The dinosaurs became extinct. Not bugs. In 1943, Man launched a counter-offensive with D.D.T. Mosquitos died like flies, and the flies like mosquitos. But now the flies and mosquitos seem to be accommodating themselves to D.D.T. Are they also developing a level of tolerance to fallout, that will enable them to be the real victors in any future hydrogen war? Strontium-90 is stored in Man's bones, but the thigh-bone of a grasshopper has yet to be found. Insects have no bones.

Insects---not the Russians---were first to develop antennae. The sense of taste in a butterfly is 12-hundred times more sensitive, in detecting sweets, than the human tongue. And even when he sleeps, the ant keeps his eyes open.

Lou Cowan

December ~~15~~ 17, 1960

Dear Lou:

Young Bloch seemed like a nice chap. I hope we can arrange for him to see something go through the mill during January. The way it looks maybe I'll have to secure permission from the committee which I am told now runs CBS News. My health is as good as my surroundings permit.

As ever yours,

Mr. Louis G. Cowan
941 Park Avenue
New York 28, New York

ERM:gw

LOUIS G. COWAN
941 PARK AVENUE
NEW YORK 28, NEW YORK

December 7, 1960

Dear Ed:

Daniel Bloch just called. He was thrilled at his meeting with you, and very excited at the prospect of being able to be with you in January to see an entire story develop from start to finish.

Many, many thanks to you.

I hope you are again in good health.

Cordially,

Lou

Mr. Edward R. Murrow
CBS
485 Madison Avenue
New York 22, New York

Cowan, Lou

CBS TELEVISION NETWORK

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK • PLAZA 1-2345

LOUIS G. COWAN
President

May 21, 1959

Dear Ed:

Quite an honor--Officer of the Order of Leopold.

My congratulations to you!

Best,

Lou

Mr. Edward R. Murrow
485-17

Cowan, Lou

April 30, 1959

Dear Lou:

Thanks for the birthday remembrance. Maybe at the end of next year I can find out where I've been. I know I won't be sure at all times where I am!

As ever yours,

ERM:skh

Mr. Louis G. Cowan
485-19

CBS TELEVISION NETWORK

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK · PLAZA 1-2345

LOUIS G. COWAN

President

April 23, 1959

Dear Ed:

The word for Saturday is--your birthday!

Enjoy the occasion to its fullest--and many, many more.

Best,

Jim

Mr. Edward R. Murrow
485-17

4-C-4

Cowan, Louis G.

From CBS Television Network
485 Madison Ave.,
New York 22, N. Y.

TELEVISION AND THE ARTS

A Talk by

Louis G. Cowan

President, CBS Television Network

At

American Association of School Administrators
Annual Meeting, February 17, 1959
Atlantic City, N. J.

I am most grateful for this opportunity to discuss with you a mutual concern. The schools and the mass media of this country have a great deal in common. Both of us are in touch with virtually all the people at some times in their lives. Both of us are concerned with communications -- the conveying of information and the stimulation of ideas. Both of us are apt to be the first and sometimes, with the exception of the public libraries, perhaps the only exposure that many people have to the arts. It is this last aspect of our joint responsibility and opportunity that I want to discuss with you here today.

It may be useful at the outset if we can arrive at some definitions.

When I speak of television, I am speaking of the major form that its development has taken in our society -- the television that comes to us from over five-hundred stations across the land, a majority of them affiliated with one or more of three highly competitive networks. The economics under which the industry operates is the same as that of magazines and newspapers -- it provides the public with a communications service with the major costs borne by advertisers. To work well, the system must put a premium on meeting the needs and desires of a large public, for its rise or fall is related to wide public acceptance.

There are great challenges and responsibilities in this dependence upon large audiences. We live in a democratic society committed to the principle of equality of opportunity -- including the opportunity to have access to the fruits of technological progress. We cannot reserve the airwaves to the uses, however elevated, of the

few any more than we can reserve the schools for the use of the few. And so we must assume -- as you must in the schools -- that we are concerned with all the people and that we have a responsibility to all the people. There are television sets today in 45,000,000 of America's 50,000,000 homes. When we speak of the television audience, then, we are considering almost ninety per cent of all households in the country.

When we come to defining the arts, we have to be less precise. In its most inclusive sense, art seems to me to have been adequately defined by Aristotle:

> "Artistic creation springs from the formative impulse and the craving for emotional expression...The aim of art is to represent not the outward appearance of things but their inward significance; for this, and not the external mannerism and detail, is true reality."

The "inward significance" is, of course, whatever the artist says it is -- which makes Aristotle's definition almost as inclusive as the television audience. It certainly includes the folk arts and the lively arts -- for in their own way these too are always groping towards a comment on the "inward significance."

Now -- as we bring together considerations of television, the most inclusive of all media, and of art, the most catholic of the uniquely human activities -- I think that we have to arrive at some concept of the role of the audience. Art is communication, and it must have someone at the receiving end. Here, of course, we could occupy ourselves for hours with discussion, for it is always a provocative question whether, in turning to art, man is confronting or

escaping his destiny or whether, indeed, escape itself isn't a confrontation. In any case, I am going to make an assumption here and agree with Einstein that "one of the most powerful motives that attract people to science and art is the longing to escape from everyday life." For all I know, that longing can be a search for meaning or it may be only the desire to relieve monotony. And so I assume, when I speak of audiences, the urgings of people to have the horizons of their lives broadened in one way or another. This may come about on almost any level of experience, from rock and roll to the Philharmonic, from the morality plays of our times -- the Westerns -- to Elizabethan drama.

It is essential here, I think, that we in both education and television maintain a very broad concept of art, because our obligation is to the millions and not to the thousands. If we want the luxury of the small audience -- the few to whom the most sophisticated art alone has interest -- then we ought to be in some other line of work. But we are not. We are concerned with a great inclusive audience -- the kind who a hundred years ago was reading Dickens -- whether or not the higher critics thought him the nineteenth century counterpart of daytime serials.

This huge audience, I think, makes its evaluations more spontaneously, more freely, than the more learned and more esoteric few. They are not necessarily concerned with the verdict of history and even less with the approval of their betters in the apprehension of art. Art is not a part of the ritual of life with them but it is -- even though it be among the more elemental of the folk arts -- a part of the substance of life itself.

There are some evidences here that are quite arresting. During the period of the first World War and throughout the twenties, the silent motion picture in America was a quite primitive art form. Situations were obvious. The acting was for the most part naive. The story values were quite grossly distorted. The "best" people did not go to the movies much, but the millions did. Now, however, the best people seek out the old silent pictures at screenings in museums of twentieth century art as a somewhat precious and quite genuine art form of a time now past -- while the millions have moved on to something else.

I think that you get much the same situation with popular music. Today's ballad, delighted in by the millions but sometimes not even tolerated by the intelligentsia, becomes tomorrow's folk song, sought out and appraised in little groups of knowing ones. We have seen this happen, within our own life span, to jazz -- which was accepted with genuine interest and appreciation by the millions long before it was seized upon in more esoteric circles as a great art form.

I am not pleading here for a tyranny of the masses or suggesting that only those forms of expression which are quickly apprehended by the millions have real social value. The process that I have just mentioned is, in fact, frequently inverted -- as, for example, in abstract painting, the acceptance and enjoyment of which seems to have progressed from a handful of enthusiasts not so many years ago to a great many people now. What I am pleading for is a latitudinarian view of the arts and a rejection of snobbery, of the limited view.

I am even doing something more than that; I am suggesting that so long as you and I choose to spend our lives in attempting to enrich the lives of the many, we have an obligation to conceive of art as a human impulse that takes scores of forms and that goes a vast range of distances in tapping that "inward significance" of which Aristotle spoke. We have to recall, with Santayana, that "the dignities of various types of life or mind, like the gifts of various animals, are relative. The snob adores one type only and the creatures supposed by him to illustrate it perfectly; or envies and hates them, which is just as snobbish. Veritable lovers of life, on the contrary, like Saint Francis or like Dickens, know that in every tenement of clay, with no matter what endowment or station, happiness and perfection are possible to the soul....All that is requisite is that we should pause in living to enjoy life...."

Life is enjoyed, or enriched, in the main. What we do not perceive, by sight or sound or feeling, cannot exist for us, and our lives are that much impoverished. Life to the person who lives fully is an adventure in perception -- and that is why we prize the arts, because they help us to perceive.

This adventure in perception is the long, never finished process that makes for a civilized mankind. But it is all impossible without two foundations. The first of these is education; the second is exposure to the arts.

With regard to education, the situation has been made clear by Joyce Cary in Art and Reality: "Without education, it is not possible for a man even to appreciate any art. For education does not give only knowledge, but taste: it qualifies the feeling as well as the judgment. It creates the sensibility which is a compound of feel-

ing and judgment -- the depths of a man's sensibility, the sureness of his judgment, will be in proportion with the thoroughness of his education...."

I am not going to dwell further on this basic need, because I am sure that it is occupying an important place in your discussions at this year's convention.

No matter how thorough the education, however, without continuing exposure to the arts, the perceptive life is blighted. The major contribution that technological progress has made to the enrichment of life has, in essence, been the increasing of man's exposure to the arts. The first great step was, of course, the printing press. Another, in the case of the visual arts, was the development of photography. Others, in the case of the performing arts, were the motion picture and radio. And now we have taken what can be the ultimate technological step in providing exposure to the arts -- television.

The use of this medium is one of the great challenges of our time. Finding for itself a strong place within the traditional practices of our society and our economy has come about with incredible swiftness. Finding for itself a commanding place in our culture, on the other hand, is, in my judgment, a continuing effort that will never be fully accomplished but always in a state of becoming.

One reason for this is that change is the essence of democracy, in the arts as in other things. If there is an atmosphere of freedom, such change in a democratic society is bound to be progressive over the long haul. It seems to me that, despite temporary setbacks, the general rise in the cultural level of life in America has been one of the miracles of modern times. I look, therefore, to the changes

that confront television as a promise of growth -- an opportunity for us to embrace and not something to avoid.

As to the specific role of television in the arts, it is, of course, a way of exposing more and more people to those of the arts that lend themselves to communication through television. I realize that here there is some disagreement among educators as to whether we are doing all that we should do, or even all that we can do to bring real experiences in art to the American people. For the time that I have left today, I want to discuss with you some of the realities -- some of them peculiar to the broadcasting medium and some of them quite general -- that condition the way we are doing the job.

One of these is the economic reality. Unless we have a financially healthy industry, we are going to be able to do nothing of consequence. This means that we have to have enough programs of wide appeal to attract large audiences which, in turn, attract advertisers. There is nothing unique in this. Newspapers and magazines have the same problem. On the whole, this need is a virtue. The fact that we are supported by advertisers may impose some limitations on us. Such limitations, however, are far less inhibiting than they would be if we were financed by government or by a box-office economy that would require us always to be concerned solely with the size of the audience.

Another reality is the qualitative inclusiveness of our audience. Here our problem is somewhat akin to that of the comprehensive high school. We have to have something for everybody -- something for people whose tastes are relatively mature and discerning, something for people who like to sample broadly many things, something for people who are still a little suspicious of the unfamiliar. I do not see this

as a crippling condition. I think that in this respect we may find a useful parallel in the history of free public libraries. The great service of the libraries is that they created an exposure to books; they made the desire and the habit of reading easy to develop. In every community in this land, the public library has been a magic door, opening out on strange and wonderful horizons. Now if the libraries had limited themselves to the great works of literature, I think that their influence would have been greatly reduced. Nobody would have come to them to make discoveries. The boy who was in the habit of going to the library to get the latest Tom Swift or the matron who went for the latest Ethel M. Dell sooner or later came across works of insight and depth -- works of art, works of perception. The important thing was to get these potential readers into the library, exposed to books, into the habit of reading.

This is what we conscientiously strive to do in television. Whether for selfish reasons or not, we strive to get the public to look at television -- even if only by amusing them or by indulging their curiosity. If we develop an audience, we can then bring to them on occasion great works of drama, of ballet, of music. We can introduce them to worlds they never knew. But we have to pace ourselves. We have to get their interest first.

We also have to maintain their interest. This we can do only by a varied fare -- not only varied in kinds of material but in the level of material. Art is as demanding, in a way, of its audience as it is of its creators. The capacity to apprehend cannot be pushed too far, just as the talent to create cannot be forced. What we seek here is something that we call "program balance," but it is in effect the

same variety that any medium addressed to the millions must achieve. Magazines that are read by the millions can have great art -- a series of fine reproductions or a great piece of literature -- only if there are some light diverting features, some functional matter, some informational services, too.

The volume of material on television is so great that it is easy to lose sight of those programs of distinguished artistic content. We hear a good deal about the Sunday programs having a concentration of artistic content. It is perfectly true that there is a different kind of programming on Sunday afternoon from that on weekday afternoons. Sunday newspapers are different from weekday editions, too. The reason is obvious. People have more time on Sunday to devote the full attention that many of the programs demand. In addition to being a day of worship, it is traditionally a day of rest and relaxation to most people -- and permits somewhat more stimulating and demanding programs. And it is a day when all the family is most likely to be home. To take into account these factors in programming on television seems to me to be no more restrictive in concept than that of the newspapers which publish their special sections -- such as book, music, dramatic, fine art sections and articles -- on Sundays.

As a matter of fact, the programs on television involving the arts are scheduled throughout the week. The Du Pont "Show of the Month," which has staged such dramas as THE MEMBER OF THE WEDDING and THE WINSLOW BOY, appears on weekday nights. "Playhouse 90," which did great works like Saroyan's THE TIME OF YOUR LIFE and Thurber's THE MALE ANIMAL, is broadcast on Thursday nights. A week from tonight, most of you will be able to see the Old Vic presentation of HAMLET. There are many others.

As a vehicle of the arts, television's singular achievement is that it has broadened standards of excellence to apply to what all the nation sees and hears. For many years, stage plays with top stars were, except for one or two out-of-town tryouts, limited to Broadway -- a single part of a single city in the whole nation. If the play was successful, it went on tour to perhaps a dozen more cities -- usually, however, with a road company. If half a million saw the original company, the play was highly exceptional. In 1957, in fact, all 89 productions of the Broadway season had a combined audience of only about eight million. Nearly 45,000,000 saw a single performance of WONDERFUL TOWN on the CBS Television Network. It has been estimated that more people saw one performance of Shakespeare's RICHARD III on television than had attended the play in the more than 360 years since it was written. Altogether fourteen of Shakespeare's plays have appeared on television networks. Next week you will see another. This is more than the legitimate theatre in New York has produced in any decade. Before television, it was rare for most Americans to have seen one performance by a distinguished actor in his lifetime. Today virtually every actor of distinction has been seen -- not once, but several times, by tens of millions. The ballet before television was an extraordinarily esoteric art. Today probably ninety per cent of American families have seen some ballet -- some 32,000,000 Americans having seen Tchaikovsky's NUTCRACKER alone on the CBS Television Network two months ago.

This broadening of exposure to the arts from a few thousand people to literally millions is bound to have a stimulative effect on the creative forces in our culture. Many of the arts, until the

advent of television, were simply not communicable to most of the people outside of the handful of great metropolitan centers.

Television also offers the opportunity to evolve new art forms, just as the invention of the camera and the cinema did. Much of what it achieves in this direction, however, will not always be readily recognized as art -- any more than the jazz trumpeter and the Harold Lloyd comedy of yesterday were so recognized in their day. But do not expect that we can manage the appearance of new art forms by planning alone. What we attempt to do is to get imaginative, interested people -- the best that we can find -- and turn them loose. They will not often come up with masterpieces or even with art. But the atmosphere will be friendly to the off chance that one of them <u>might</u> at some time -- and that is the most that we can do.

It is in this spirit that I am pleased to be able to announce today at this meeting that the CBS Television Network is presently completing the details of a Television Writing Grant program, to commence in the near future.

The purpose of these Grants-in-Aid will be to enable writers, relieved from pressing financial demands, to explore and develop their writing potential in the hope that they will be able to qualify for present or future CBS Television Network programs, and that they may add to the creative resources of our medium. The number and amount of grants, the timetable, and the eligibility requirements are now being completed.

This Grant-in-Aid program is predicated upon our conviction that the future growth of television as a communications art form, and as a medium of both entertainment and information, requires the train-

ing and encouragement of creative people -- not only for tomorrow but for the day after tomorrow. The Grantee will be free to write about any idea, concept, situation he elects. He will be given the opportunity, solely within his own discretion, to write anything, at any time, any place. The purpose of the Grant is to encourage the Grantee to write.

We are providing, in a sense, what amounts to a kind of post-graduate course with tuition paid -- a kind of creative internship or matriculation in the creative development of television. We regard this as a period during which the Grantees will be able to develop and experiment and demonstrate their talents. We hope that they will gain by it. We hope that the CBS Television Network in particular, and the medium in general, will gain by it.

In closing, I should remind you that I have probably made some unintentionally extravagant claim for the medium I represent. The production of a television program is largely a union of many crafts, practiced by craftsmen -- writers, producers, directors, cameramen, soundmen, electricians and others -- who know their jobs and take pride in doing them well. The general output of television is the product of these people -- just as the general output of magazines and book publishers is the product of competent conscientious craftsmen. But, just as the one novel in a hundred or more turns out to be a work of art, so the occasional television program does. We cannot always plan it that way. But I hope we shall always make it an ever-present possibility.

* * *

Cowan, Lou

CBS TELEVISION NETWORK

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK · PLAZA 1-2345

LOUIS G. COWAN
President

January 30, 1959

J. H. Atkinson
Lieutenant General, USAF
Commander
Air Defense Command
United States Air Force
Ent Air Force Base
Colorado Springs, Colorado

Dear General Atkinson:

Mr. Jones has passed along to me your very nice letter of January 19th.

The CBS Television Network appreciates your expression of gratitude, and we are very pleased that we were able to contribute to this mission.

I am forwarding a copy of your letter to Mr. Edward R. Murrow, who I am sure will be very pleased to see it and pass it along to all those who aided in the production, "One Plane, One Bomb".

With all good wishes, I am

Cordially,

Louis Cowan

LGC:rs

cc: Mr. Murrow

HEADQUARTERS
AIR DEFENSE COMMAND
UNITED STATES AIR FORCE
ENT AIR FORCE BASE
COLORADO SPRINGS, COLORADO

Tel. Melrose 2-5511
ext. 2341

19 January 1959

Dear Mr. Jones:

The education and indoctrination of the American people regarding their country's vulnerability to nuclear air attack was a first and most important step in the organization and development of the Ground Observer Corps. Few other national voluntary movements have ever received such solid support from the nation's media as GOC, and this is especially true of your own company with the production of "One Plane, One Bomb", narrated by famed Edward R. Murrow.

The stark possibilities of this splendidly developed and grimly realistic production did much to galvanize public attention on the threat and, more important, stir it to active participation in the GOC. CBS and Mr. Murrow rendered the people of the United States a great service and, in so doing, contributed materially to the strengthening of air defense during its critical developmental stages.

GOC will be inactivated on January 31, 1959, but before that time arrives I want to express the appreciation of the Air Force and this command to CBS for lending its tremendous resources to our difficult mission. I hope that, through you, these expressions of appreciation will eventually reach all the people who had a hand in producing "One Plane, One Bomb". We are aware of a great debt of gratitude to CBS and its employees which we can only discharge by saying a very sincere "Thank you".

Sincerely,

J. H. ATKINSON
Lieutenant General, USAF
Commander

RECEIVED
JAN 26 1959
MERLE S. JONES

Mr. Merle S. Jones, President
Columbia Broadcasting Studios
Radio City
New York, N. Y.

November 12, 1958

Mr. Louis Cowan, President
CBS Television Network
485 Madison Avenue
New York, New York

Dear Mr. Cowan:

About twenty years ago I met you in the office of a financier by the name of Warburg, as I recall, but I doubt if you will remember the incident. At the time I was seeking financing for a radio project and at the time your program "Quiz Kids" was breaking all records on ratings on radio.

And this is aside from the point except that this long ago I remember you and was extremely impressed with the courtesy which you and Mr. Warburg extended to me. Remembering my brief contact with you, I was delighted when you were elected president of CBS Television.

With this reference, not that it has any connection, I have a suggestion to offer to the network for consideration. The idea comes to me as a result of hearing the talk given by Edward R. Murrow in Chicago recently in reference to the failure of the radio and television industry to give the public the type of program service to which he felt very strongly that they were entitled.

My proposal is that the network sell only 25 minute periods and 55 minute periods instead of half-hour periods and hour periods, particularly in AA time. I would assume that the sponsors would come forth with vigorous objections to the plan, and the producers and writers and agencies would object.

The stations do not have enough time to use for local programming, particularly during the night time hours because the network not only sells the option hours but also sells outside of option time. I am aware of the fact that we do not have to accept programs outside of option hours, but I have a very strong feeling that if a station is an affiliate of a network and they want the network to succeed, then the affiliate must cooperate.

If the station had four and a half minutes in each evening half-hour it would enable them to present additional newscasts (local news and weather) which information is vitally important to listeners, particularly in the rural areas.

COPY

In addition to news and weather reports at this time, we would have the opportunity also to do some public service programming in AA time, which it is absolutely impossible to do now with the programming structure of the network.

Your consideration and comments at your convenience would be sincerely appreciated.

Respectfully yours

John W. Boler, President
North Dakota Broadcasting Co., Inc.

JWB/jr

COPY

A.T.P.C. Cowan, Lou

CBS TELEVISION

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, N.Y. • PLAZA 1-2345

May 8, 1958

Dear Mort:

I am attaching a letter which Ed Murrow received recommending the application of Mr. William Dodson for the $64,000 Question".

Would you kindly give it your consideration.

Cordially,

Lou

LOC:rs
Att.

Mr. Mort Koplin
Entertainment Productions, Inc.
575 Madison Avenue
New York, New York

bc: Mr. Murrow

F 542

Cowan Lou

CBS TELEVISION

Office Communication

to: MR. MURROW

from: Mr. Cowan

April 22, 1958

The Michael Farmer broadcast was an absolutely superb job. Congratulations!

Lou

bb

Cowan, Sam

COLUMBIA BROADCASTING SYSTEM

Office Communication

PERSONAL

to: Mr. Cowan

from: Fred Friendly

June 12, 1958

Elmer Lower, who works for Sig, came in to ask me if we had some kind of a show we were planning for July 5. He said Bill Fagan (Sales) had asked him about it and wanted to know what the show was about.

This is a hell of a way for the engine room to get its orders from the bridge.

P.S. Ed and I had a talk with Sig about other projects just before he left and have some unanimous recommendations to share with you when you are available.

And when would you like to see the German show?

hl

Columbia Broadcasting System, Inc.

Cowan, Lou

Ex 503

OFFICE COMMUNICATION

To Mr. Cowan

From Mr. Murrow

Station

September 14, 1956

Regarding the attached. I have received several similar offers and had to say in each case that there is no possibility of my undertaking a column of any kind. There just aren't enough hours in the day, and also I am determined to stick to my own side of the street. In addition to which I don't write worth a damn when it comes to print. If they are seriously looking for someone, why not suggest Sevareid.

E.R.M.

rh

from Hearst papers to do a column

to: CBS NEWS STAFF

from: John F. Day

December 29, 1960

I want to call your attention once more to our policy concerning editorializing. It was clearly set forth a good many years ago by Mr. Paley and it should be common knowledge to every member of the staff.

As has been stated before, it is not always easy to draw a firm line between analysis and opinion, but it can be done in nearly all cases if the intent is there on the part of the correspondent and the sharp editing sense is there on the part of the editor.

The batting average has been far from good recently, and it must improve.

The following was expressed by Mr. Paley in a speech at the NARTB Convention in 1954. It restates CBS policy not to engage in editorializing -- a policy that has been in effect since the very birth of CBS News.

"In news programs there is to be no opinion or slanting. The news reporting must be straight and objective.

"In news analysis there is to be elucidation, illumination and explanation of the facts and situation, but without bias or editorialization.

"In both news and news analysis, the goal of the news broadcaster or the news analyst must be objectivity. I think we all recognize that human nature is such that no newsman is entirely free from his own personal prejudices, experience, and opinions and that, accordingly, 100 per cent objectivity may not always be possible. But the important factor is that the news broadcaster and the news analyst must have the will and the intent to be objective. That will and that intent, genuinely held and deeply instilled in him, is the best assurance of objectivity. His aim should be to make it possible for the listener to know the facts and to weigh them carefully so that he can better make up his own mind."

JFD

John Day

CBS NEWS

Office Communication

to: JOHN DAY

from: Ed Murrow

December ~~15~~ 14, 1960

I am afraid considerable embarrassment might result were I to alter the dates fixed with Montgomery and the B.B.C. Therefore, hope I will be excused from the "Traveling Circus" on January 4th and 5th.

Will gladly join the crew for the 9th and 10th (by that time the act should have pretty well shaken down.)

gw

CBS NEWS

Office Communication

to: JOHN DAY

from: Ed Murrow

December 9, 1960

Grateful if you would arrange hotel accommodations for the Eichmann trial.

Regarding the YEARS OF CRISIS appearances, I am presently scheduled to leave for London on the evening of January 3rd returning on the evening of January 7th. This is in connection with the B.B.C. interview with Field Marshal Montgomery.

gw

CBS NEWS

Office Communication

to: MR. MURROW

from: John F. Day

December 7, 1960

Attached is a copy of the memo you seem to have missed concerning our plans for a YEARS OF CRISIS group luncheon at the Waldorf on December 30th. We are trying to set the Washington date for Monday, January 2nd. We also are trying to line up dates (hold on to your hat) in Dallas, San Francisco, Los Angeles and Chicago for that first week in January.

I don't know that we will get proper auspices for all of these places and I am aware that you may have conflicting dates, but I would most certainly like to have you go along if you possibly can. I realize fully what a chore this will be for all the group but I think it is to our mutual advantage to do everything we can to promote the qualities of our staff in sessions such as we had in Philadelphia two years ago.

On another subject, would you like for us to do something about a hotel reservation for you in Israel in March for the Eichmann trial?

Att.

John Day

to CBS NEWS STAFF CORRESPONDENTS and EDITORS (New York and Washington)

from John F. Day

November 23, 1960

For about three months we have had an ex-officio arrangement which I would like to formalize. The arrangement is that we have two United Nations correspondents, Richard C. Hottelet and Stuart Novins.

If either man were able to give full or nearly full time to U.N. coverage, it would be better to have one or the other as the U.N. correspondent; but both men have a strip of radio news shows and both have television shows. Thus, it is my hope that between the two they can give the U.N. the coverage it calls for. For the most part, Hottelet will do the U.N. for television and Novins for radio, but this does not mean that they cannot be switched.

JFD

CBS NEWS

Office Communication

to: [redacted]

from: John F. Day

cc: Mr. Hoover

November 17, 1960

I told you the other day in the note concerning [redacted] of current plans that we probably would have a luncheon session. This seems now to have been set.

We plan to have a luncheon under auspices of Columbia University and the Columbia School of Journalism in the Waldorf Ballroom at 12:30 Friday, December 30.

We will follow pretty much the format used in past years for Overseas Press Club luncheon.

John Day

CBS NEWS

Office Communication

to: John Day

from: Ed Murrow

November 22, 1960

You suggested we have a post-mortem on this. Let's have it.

Background - Prestige

gw
att.

Edward R. Murrow: BACKGROUND. October 30, 1960.

The two candidates have spent an astonishing amount of time discussing the prestige of our country abroad. Mr. Nixon contends that our prestige has never been higher, while Kennedy says we have slipped considerably. The surveys financed by the tax payers' money indicate that in Western Europe, Kennedy's estimate is correct.

The interesting thing about this discussion is that neither man has bothered to define the term. According to Webster's Unabridged Dictionary, prestige was once defined as "a conjuror's trick; a sorcery; an illusion or a deception". This description is now listed as obsolete and presumably neither candidate meansto employ the word in that sense.

Prestige is also defined as "the power to charm; dazzle, or command admiration."

Probably the two candidates would agree that what they are talking about is "ascendency derived from general admiration or esteem, commanding position in men's minds."

It appears to this reporter that the whole discussion is boring, misleading and bootless. Both candidates started off running against

Khrushchev. That appeared to be an admirable way to avoid discussing the basic issues that divide them. They did agree that Khrushchev's prestige was very low indeed. Khrushchev made it clear that neither candidate stood high in his esteem. So then they fell to discussing what the rest of the world thinks of us. I would have thought that performance is more important than prestige, and that respect were to be valued above affection.

Not even the modern computer, which makes us more and more the prisoner of electronic tubes, can isolate the elements of prestige. The Swiss enjoy a measure of it, because they pay their taxes and run their hotels well. The British, because they maintain a decent respect for a man's ~~XXXX~~ privacy; the French, because they are willing to examine that most dangerous and explosive of all commodities - ideas - without fear. The Germans have a certain prestige resulting from hard work and attention to detail. The list is endless. Historically, great nations have been both feared and envied. That is the price of power. But the successful ones, in their days of success, have not been

greatly agitated about their prestige abroad.

For what it is worth - based upon ten months of recent travel abroad - I am persuaded that our prestige in the accepted sense is, in fact, declining. The answer to it is neither to deny the ~~XXX~~ fact, as Mr. Nixon does, nor to say without being specific that "We must get America moving again" as Senator Kennedy advises.

The foreign image of this country will be determined, not by what the candidates say, or by what the Voice of America broadcasts; it will be determined by what we are - by our example. We will, I think, never be regarded as truly great in other than the purely material sense by the nations of Africa and Asia, until we succeed in solving our own domestic racial and social problems. The extent to which we will be admired and imitated will depend ~~XXXXX~~ upon what we are, not what we say we are.

If our prestige abroad - however you define it - wasn't low when this campaign began, it has probably been lowered in the process. Public capsuled commitments on the offshore islands and on Cuba do nothing to enhance our reputation for restraint and careful calculation of policy. They resemble more shooting craps with destiny in the eye of a television camera.

The fact is that these two able, apparently tireless young men engaged in implacable pursuit of the presidency, have different visions of what this country should be. You may find those differences in their Party's platforms and in their more serious pre-campaign writings. One is entitled to mild regret that they have not paid the voters the compliment of expounding those visions in a coherent fashion, rather than engaging in the kind of discourse which history will probably regard as both dangerous and frivolous.

John Day

CBS NEWS

Office Communication

to: CBS NEWS STAFF CORRESPONDENTS and EDITORS

from: John F. Day

November 21, 1960

Effective November 28 the standard return cue for both radio and television will be

THIS IS CBS NEWS, LONDON (OR WHATEVER THE PLACE).

This is to avoid the complexity of having several return cues, such as "Now back to CBS News in America," "Now back to CBS News in New York," "Now back to CBS News in Los Angeles," etc.

Since the correspondent is identified at the beginning of the switch, he is not to re-identify himself at the end. Just a simple, "THIS IS CBS NEWS, _____."

JFD

John Day

CBS NEWS

Office Communication

to: Ed Murrow

from: John Day

October 12

Unhappily, only 3½ minutes of the Nehru tape has been used to date. That was on the SATURDAY NEWS WITH ROBERT TROUT. Bob Allison would have used more, but that show followed so close on the heels of the start of the interview he didn't have sufficient turn-around time for editing. I think the editor of the Sunday News Special showed poor judgment in not using another newsmaking section Sunday night, but that's a badly cut up 11 minutes of news time and he chose other material. The one-hour tape would make a good half hour special, but the time just isn't available unless we can use it in EYEWITNESS. Les Midgley now has that possibility under advisement.

John Day

CBS NEWS

Office Communication

to: John Day

from: Ed Murrow

October 11, 1960

In connection with today's lead story in the Times regarding Nehru's proposal for structural changes in the U. N., please be advised that we have had this material on tape since last Saturday.

Under Dan Schorr's questioning, Nehru also expanded his theories of the basic differences between the Soviet Union and Communist China, something which so far as I know he has never before done in public. Is it proposed to make any use of the Nehru interview?

ERM:gw
cc: Dan Schorr
Ralph Paskman

from:
CBS NEWS
485 Madison Avenue, New York 22, N. Y.

MR. ED MURROW
485/17

John Day

CAMPAIGN '60--THE MEN AND ISSUES

Address by John F. Day,
Vice President - News, CBS News
before The City Club
Cleveland, Ohio
October 1, 1960

I doubt that anyone can discuss a Presidential campaign completely dispassionately -- and for that matter I don't know that one necessarily should. But I would like to say at the beginning that at this point in the 1960 campaign I am still among that sizeable body called the "undecided." If the election were today instead of November 8 I would be hard put to it indeed to decide which lever to pull.

That, I learn from at least one source, is not a commendable state. I had thought one should listen, read, talk and even commune with oneself before making a decision--since hasty decisions sometimes stem from prejudice, or emotion, or habit. But David Lawrence wrote just the other day: "The 'undecided' voter is not necessarily one who is waiting to hear the issues expounded thoroughly before rendering profound judgment on their merits. More often the 'undecided' voter is entirely unfamiliar with the background of a candidate or the issues and just hasn't taken the time to become informed." I hope I am an exception to the David Lawrence pronouncement.

Actually I am convinced that a great many thoughtful people are still undecided, because it has not yet been made wholly clear whether this is the time for a change of administrations--for a complete change in method if not in direction. And it has not been made wholly clear which man can best build the strength of the nation and deal with Khrushchev and company in this most perilous world.

And I would be misleading myself as well as my audience if I did not recognize that the uncertainty does not stop even with such momentous factors decided. Can the U.S. buy the whole Kennedy family--from Ambassador Joe, and Bobby to Peter Lawford and even family friend Frank Sinatra? Will Bobby, sometimes in whispers called Raoul, out-Sherman Sherman Adams? Will Joseph P. Kennedy, who is worth perhaps

$400 millions and who not so surprisingly is said to have grown more conservative with the years, have a dire influence on the pronounced liberal policies of John F.? Is Richard M. Nixon really a new Nixon or the same one who ran against Helen Gahagan Douglas and who delivered the famous (or infamous, as you will) Checkers speech? Would Jackie Kennedy make a better (more exquisitely chic) First Lady than Pat Nixon? Does Nixon look more like a President than the boyish Kennedy? Is Lodge a more appealing candidate for vice president than is Lyndon Johnson? And finally, importantly, what about a Catholic in the White House?

With respect to the last question, there is reason to believe Kennedy is glad the storm broke early in the campaign. When Kennedy decided he had to meet the religious issue head-on in West Virginia, that Presidential primary campaign was well along. The battle in the hills gave pause to the Kennedy forces because a loss there could have knocked him out of the nomination. And Jack Kennedy knew the religious issue was not buried simply because he had won the West Virginia primary. Al Smith had won there in 1928, and lost the state in November. Thus Kennedy was pleased when Protestant leaders of Dr. Norman Vincent Peale's standing expressed deep concern about a Catholic President. And he was delighted to have an opportunity to discuss the question with Protestant ministers in Texas.

I think Walter Lippmann described this episode properly when he wrote that the exchanges had not settled the religious issue but they had clarified it. Further, he pointed out, the precise question Kennedy would finally have to deal with was this: "Where will be his paramount duty and loyalty on questions where, as for example birth control, the influence of the Catholic hierarchy has been used to impose by law on non-Catholics the Catholic doctrine?"

The Kennedy answer to the Protestant ministers was in effect that not all Catholics think alike on the question of Church and State, that he did not accept the right of any ecclesiastical official to tell him what to do in the sphere of his public responsibility, and that his view was that "of the overwhelming majority of American Catholics." He added, "I have no doubt my view is known to Catholics around the world."

As I say, this reply hasn't settled the question. One still reads such headlines as "Ministers Ask if Catholic Church Will Accept Kennedy's Position." And there is an uneasiness among many otherwise pro-Kennedy people for whom the Catholic hierarchy is suspect. But Kennedy seems to feel that as people see him and hear him in the flesh and on television they will realize he doesn't have horns and a tail and will accept his promise to support separation of Church and State. Kennedy undoubtedly was helped in this problem by the statement just this week by the Rev. Gustave Weigel, a Jesuit priest who is one of the Church's authorities on relations between Church and State in the United States. He said quite specifically (although these are not direct quotes) that the Catholic Church would not attempt to interfere in the political activities of a Catholic President and that a Catholic President would not be bound by Catholic morality in deciding public issues.

Still, the Catholic matter will hurt Kennedy in the Midwest farm belt and in the South. But the more it is made an issue there the more it will redound to his favor in the urban centers--among Catholics who really prefer the Republican ticket and among persons to whom bigotry is anathema. These latter have almost been forced by the skillful rhetoric of Kennedy's speech writers to believe that casting a vote <u>against</u> Kennedy is per se proof of anti-Catholic intolerance.

I am not going to take up in detail, much less try to answer, such disturbing questions as which wife would make the most fashionably appropriate First Lady. But I would like to say something about the personal qualities of the men, and about some of the other issues before coming to what I regard as the great issue of Campaign '60.

In some ways the two candidates are very much alike. They are young and full of boundless drive. They have ambition that borders on the overriding. They are cool, calculating, tough; at times both are cunning; both can be utterly ruthless. Neither of them has the natural charm of an Eisenhower or of a Roosevelt--either Teddy or Franklin D. But they have both studied up on how to win friends and influence people, and they are both shrewd political organizers.

With respect to their political acuteness, the candidates and their campaign handlers are behaving in a fashion that causes me concern. They are, or at least seem to be, saying and doing the things they think best calculated to bring in the votes from this district or that district instead of the things they fervently believe in, the things they feel in their very bellies. In short, I am not yet convinced that either has complete conviction of purpose, or indeed, any conviction beyond the idea of winning. I am willing to have this doubt dispelled, but I have it now.

The candidates of 1960 belong to the cult of the poll. Certainly they are not alone in this, for we are told by one of the leading public opinion analysts that by 1958 polling was used in roughly two out of every three senatorial contests and in about half of all gubernatorial campaigns. I am not speaking now of polls designed to show who is ahead and who behind, but rather of polls designed to ascertain what a candidate should do and say to put himself out in front.

What type of "image" is required? What is the best thing to say to specific ethnic or economic groups? What "issues" will meet with the greatest response? This kind of poll-reliance is not necessarily immoral, but I regard it as amoral. Instead of examining their own conscience and their own assessment of the issues, the candidates have polls taken to determine what the mass thinks it is thinking.

Thus the "issues" are chosen, and perhaps the winner selected, by the anonymous mass voter, that lowest common denominator of intelligence and information. The polls determine what the persons interviewed think they are thinking, feel they are feeling, believe they are going to believe or going to do. The private pollster then tabulates and interprets this information for the "client-candidate" to show him how to win. But, alas, the how-to-win formula is never submitted to the moral test of deserve-to-win.

Let me give you an example of a candidate's saying what he thinks the people want him to say in a given locale. This one concerns Nixon and was published in THE REPORTER magazine from a Christian Science Monitor article by William H. Stringer: "The Vice-President likely will make these points (on a southern tour) though the wording will be stronger or milder, depending on whether he is speaking in North Carolina or in Mississippi: 1. 'Everyone is aware of my strong convictions on civil rights. I believe in the civil rights plank in the Republican platform.' This is Mr. Nixon's opening statement. 2. But the Vice-President will add, 'I know this is a difficult problem--because I lived in the South...' 3. Then--a debater's effective technique--Mr. Nixon will charge that the Democratic civil rights plank is unsound because 'it promises too much...' 4. About here, Mr. Nixon will declare--and this brings a strong round of applause--that 'laws alone are

not the answer.' He will remark that, as he learned in law school, a contract is only as good as the will of the parties to keep it."

Now here is a summation by another political reporter who has observed both candidates at close hand but has spent more time with Nixon: (He prefers to remain anonymous.)

Nixon is running a cool campaign. He is trying not to rock the boat. His standard speech runs about 25 minutes. He begins by invoking whatever local ties he can conjure up, and exploiting them skillfully, stopping just short of corn. Then he talks in a nonpartisan and non-controversial way about foreign policy--the need to keep the peace without surrender while maintaining and extending freedom. Finally, he appeals to his audiences to forget the party labels and personalities (the issues this year are too serious) and vote on the basis of which man is best qualified.

Rarely does he attack Senator Kennedy or the Democrats. Rarely does he attempt serious examination of issues (though he has shown in other situations that he can do so very effectively). As he goes on, in fact, this standard speech becomes more barren of serious content and more full of platitudes and cliches. The reason is clear. Audiences are delighted to cheer simple slogans like "keeping the peace" but are less willing to listen to detailed analyses of the problems of keeping the peace.

Audience reaction is uniformly good. Never does one come away--as one sometimes does from Kennedy speeches--with the feeling that Nixon has disappointed his audiences. His incumbency of his present office is a factor, of course, as

well as his carefully casual references to his overseas trips and his meetings with foreign leaders, all of which helps to build his "image" and impress his hearers.

On the other hand, on the rare occasions when Kennedy puts on a first-rate oratorical performance, the audience fairly soars with him. Nixon's audiences applaud but seldom soar.

The Vice-President is excellent at news conferences and especially in receiving lines. If the person shaking his hand ventures a comment, Nixon listens and makes an appropriate reply. Or he draws the person out with a question, listens, and follows up. He sends each individual off feeling he has had a memorable conversation--often on a wave of exaltation. Kennedy is more wooden. He mutters "Glad to see you, nice of you to come." over and over again until he can escape.

Both men lack warmth--and Nixon is actually a shy man--but Nixon manages to appear more interested in what he is doing.

Another correspondent who has observed both candidates at close hand and has travelled thousands of miles with Kennedy has these observations about the senator:

Kennedy impresses those around him with at least two things: His self-confidence (not over-confidence) and his relentless drive to sew up every last detail and delegate. He has learned to accept momentary setbacks and to immediately launch a counter-attack in some other direction. He is quick to take a seeming minus and turn it into a plus. But Nixon has much of the same ability, and Kennedy recognizes this similar quality in his opponent.

Kennedy believes (this was in mid-September) that in no election campaign in modern history have there been so many undecided and thus uncommitted voters in both parties. With surprising candor he says many voters have doubts about both Nixon and himself, that neither enjoys the overwhelming public image of an Eisenhower or a Roosevelt. And he thinks the man who creates the better image will win.

While neither of the candidates is noted for his sense of humor, both are capable of getting chuckles from their audiences without indulging in--or rather being capable of--the telling wisecrack that seemed to dismay some Adlai Stevenson audiences. In Sacramento, for example, the Kennedy campaign train lurched away from the station while the candidate was still talking. A similar circumstance once caused Tom Dewey to refer to the engineer as an idiot, a remark that brought down on him the wrath of thousands of railroad employes. Kennedy grinned, waved and called over the public address system, "Please write!" Then he stepped inside, pulled the emergency cord and stopped the train to permit the newsmen to climb aboard.

Aside from the personal endowments of the candidates, there are other factors I should like to touch upon before discussing what I believe to be the prime theme of this election.

There is, as always, the farm economy. Nixon has outlined a "free enterprise" program, which Kennedy charges is merely a dressed-up version of the discredited Benson policies. Kennedy has brought forth a proposal for attaining what he calls "income parity," which Nixon contends will mean more government controls and more cost to the taxpayers. Basically, Nixon seems to be saying that while he doesn't think a free market can be achieved immediately, he wants to get the

government out of farming and to get the farmers on to a free market in the shortest possible time. Kennedy believes that such an approach is unrealistic and that there must be a managed farm economy--through quotas and marketing agreements--if there is to be a balance or parity between farm and non-farm income.

Then there are the important matters of labor policy, civil rights, federal aid to education, health insurance, size and constitution of the defense establishment, urban renewal, conservation and use of natural resources, tariff and trade policies, scientific advances and space administration, unemployment and the general fiscal state of the nation.

And always lurking in the background and related to the big issue is the question of who is soft on Communism. Nixon has by no means made a direct attack on Kennedy on this score. He always says that of course Senator Kennedy is opposed to Communism. But his slogan has been that "It's time to stop selling America short," and he implies that because of Kennedy's lack of experience and understanding of international affairs Kennedy advocated a course that would have led to surrender when he suggested the possibility of an expression of regret by the President with respect to the U-2 incident. And Kennedy, in turn, implies that the Administration, of which Nixon is part, has been lax in permitting Communist gains around the world, including one 90 miles off our shores.

But both candidates realize that the phrase "soft on Communism" doesn't really get to the heart of the great issue confronting <u>all</u> parties--that of <u>national survival</u> in a world that has never so ominously threatened Western civilization.

The great issue, then, is this: What man and what party can best lead this country, and with it the Western world, against all that Khrushchev and company represent?

The candidates have said, in varying words, that this is the big issue. And through some odd process of human osmosis even those who haven't been listening or reading sense that this is the issue. I detect a vague uneasiness about the state of the republic among even the most humble Americans. And I perceive deep concern among those more enlightened Americans who have their eyes on the world.

Let's look for a few minutes at that world.

Without assigning the blame to any individual, administration or political party, I assert that we have skidded from a position of security, tremendous prestige and immense opportunity for world leadership at the end of World War II, to one of insecurity, dubious prestige and questioned leadership in 1960. I'm deeply afraid it's later than most of us think. I am not quite ready to say that 1960's candidates are competing to manage a receivership, but it is demonstrable that the ties of the western alliance have loosened, that Communism--far from being contained or rolled back--is on the march, that the United States simply does not have the standing around the world that it did have, that our friends are fewer our enemies stronger, and the doubters within and without more numerous.

Without entering into an argument about the precise relative growth of the American and Soviet economy, I say without fear of contradiction that the USSR is strong and is growing stronger at such a pace it will overtake us unless we bend every effort to prevent it. There were days when we dreamed of the Russian people "throwing off the yoke." We know now that is out of the question. We must face up to a

technology that can match our own, and I sometimes think to a dedication that has already outstripped our own.

The dust has settled in China, all right. And what we can see through the bamboo curtain is enough to give us nightmares. Six hundred and fifty million people, multiplying at the rate of an additional 20 millions every year. Organized, controlled, belligerent, expansionist. Stalinist in the extreme. Dangerous.

Japan, after having been our enemy, had become one of our best friends. But the President of the United States was not able to visit Japan in June, and the government fell. Now there is a lull. But Japan seethes. Much of the youth has been better sold by the Communists than by democrats with a small "d." There must be reasons for this.

Southeast Asia is wholly unstable. Does anybody know what is happening in Laos? Do you think that Indonesia is our friend? Rumblings out of Red China have frightened some of the Asian nations, and Nehru may be a bit less neutral than he was, but our position throughout Asia is tenuous in the extreme.

The Middle East has been unnaturally quiet for months, so something seems bound to explode there ere long. Iran is the brittle ally on which hinges the northern tier of defense (once called the Baghdad pact) and Iran is a shaky resource indeed. The Arab-Israeli sore still festers, and salve is not in sight.

If the United States has a clear policy with respect to the emerging nations of Africa (they're hatching like chickens over night) I have yet to hear it enunciated. That whole vast continent is today's and tomorrow's battleground against Communism. Fortunately the Communists make mistakes, as they seem to have done in the Congo. But must we depend on their mistakes to survive?

In Europe DeGaulle remains aloof to the United Nations and looks askance at NATO. The Berlin problem is a continuing threat to world peace. Tito makes gestures like a neutral but ends up endorsing the Khrushchev line.

As for Latin America, we are all painfully aware of Fidel Castro's influence and the Communist break-through on our doorsteps. And we know little, (much less than we should know) about some of the other countries whose people feed on communist propaganda and anti-North Americanism.

Western civilization seems a house divided, unsure of itself, reacting instead of acting, concerned more with its belly than its brains, soft morally, uneasy as though of some vague fever, without dynamic vision either for itself or for the rest of the world.

This is a gloomy picture to be sure. But I fear it is not overdrawn. If we don't awaken from our comfortable day-dreams of eternal invulnerability we will soon pass into another kind of slumber--oblivion.

I quoted David Lawrence earlier in this talk, quixotically, perhaps, because he is a man I disagree with about 90 per cent of the time. Elsewhere, he recently said, "There is really only one underlying issue in the Presidential campaign, and neither candidate seems to have come to grips with it yet. It's whether the United States is going to get into a war that will make necessary tremendous sacrifices of life." He then went on to concede, it seemed to me, that America had lost prestige but indicated there was no way to recover it except by war. "To plunge the United States into war to recover 'lost prestige' is unthinkable," he wrote, but concluded: "How is the 'lost prestige' to be regained by America without going to war? The party candidates should soon begin to answer that question."

Well, my appraisal of the world scene may be gloomy, but it is not defeatist. And I believe the viewpoint set forth in this particular instance by Mr. Lawrence is defeatist.

It is true that we must face up to the possibility of war if we are to live in this world. But the coward dies a thousand deaths, the brave man only once. To be fully prepared to fight may well preclude the necessity.

But it is really not so pat as mere war or peace. It's what kind of peace and what kind of war. We can avoid the peace without honor and the war of anhiliation IF we have leadership, leadership that can construct dynamic, clear and responsible policy, leadership that can kindle this country once more to its true magnificence.

Do either of the candidates offer it?

I'm still waiting to find out.

John Day

TO CORRESPONDENTS CONCERNED

FROM John F. Day

September 28, 1960

Herewith correspondent assignments for Election night, November 8.

(There may be additions later)

J

TELEVISION

Anchor desk ..... Cronkite

Analysis ..... Murrow and Sevareid, alternating half hours

Predictions and analysis based on IBM computer .... Smith

Six key states, recap ..... Edwards

East Regional Board ..... Collingwood

Midwest ..... Novins

Far West ..... Holcomb

South ..... Kuralt

Constitution of Congress ..... Herman

Remotes

With Kennedy ..... Von Fremd

With Nixon ..... Niven

With Johnson ..... Hanschman

With Lodge ..... Hottelet

At Republican Headquarters in Washington ..... Church

At Democratic Headquarters in Washington ..... Cochran

(continued)

RADIO

Anchor desk ..... Trout

Analysis ..... Clark

Murrow, Sevareid, Smith and Herman also available to radio in their assignments as listed above.

East ..... Townsend

Midwest ..... Downs

Far West ..... Leonard

South ..... Jackson

Remotes

Men on remotes will report for radio as well as tv, except for the two Presidential candidates.

Kennedy ..... Strawser

Nixon ..... A KNX reporter if he is in California, assignment to be made if Nixon is on the East Coast.

Note: After final Presidential result is known we plan to do a roundtable with Cronkite, Murrow, Smith, Sevareid and Schoenbrun.

JFDay

John Day

CBS NEWS

Office Communication

to: Mr. John F. Day

from: Edward R. Murrow

September 1, 1960

Have received word from Jerusalem that the "legal boys" refuse to permit any interviews with Eichmann at this stage. Will follow through and keep you advised.

ERM:rg

17

GOODNIGHT GOODNIGHT

WU001 INTL 20 PD ISR GOVT INTL

CD JERUSALEMISRAEL VIA WUCABLES AUG

17 1840

RECEIVED
1960 AUG 18 AM 10: 04
C B S TELETYPE ROOM N.Y.

ETAT EDWARD MURROW CBS /IF NOT PREVIOUSLY RECEIVED TREAT THIS MESSAGE AS ORIGINAL/

NYK

DEEPLY REGRET BUT LEGAL BOYS WILL NOT PERMIT AT THIS STAGE

REGARDS

TEDDY

940A..

Day. John F.

CBS NEWS

Office Communication

to: CBS NEWS CORRESPONDENTS ASSIGNED TO RADIO NETWORK SHOWS cc: Shadgell Baught

from: JOHN F. DAY

May 7, 1959

We must do everything in our power to keep to an absolute minimum substitutions for Correspondents assigned regularly to Radio Network shows. In the case of the house shows, the stations must know that they can call a particular individual in a particular time period.

Avoiding substitutions will mean that some of you will have to give up out-of-town assignments that you might like to carry out. It also means giving up some out-of-town speeches.

I should like to restrict substitutions to illnesses and vacations.

JFD

Day, John

CBS NEWS

Office Communication

to: Ed Murrow

from: John Day

May 7, 1959

The answer to your question about the Cuba show is no.

JD

Day, John

CBS NEWS

Office Communication

to: John Day

from: Edward R. Murrow

May 5, 1959

Was the Stu Novins report on Cuba - which was in my view an unlabelled editorial - the future pattern of CBS news reporting? See attached.

E.R.M.

Day, John

CBS NEWS

Office Communication

to: MR. EDWARD R. MURROW

from: John F. Day

March 31, 1959

I didn't choose to run for vice president. But since I'm up I might as well try to win. And Wilhelm, I think, will make a good president.

JFD

jfd/jp
Enclosure

SAVE TILL YOUR BALLOT ARRIVES !

OPC election recommendations to bring some valuable newsmen into club activities:

President - John Wilhelm

Vice Pres - John Day (CBS)
(and two others of your choice)

Governors - Stan Swinton (AP)
Marshall Loeb (Time)
Bill McAndrew (NBC)
(and three other choices)

Day, John

CBS NEWS

Office Communication

to: John Day

from: Edward R. Murrow

February 20, 1959

I trust the interview with Harry Reasoner was satisfactory?

Day, John

CBS NEWS

Office Communication

to: Ed Murrow

from: John Day

December 23, 1958

Plans for a luncheon to be organized by Joe Ream on Monday, January 5, did not work out, so there will be no group trip to Washington. Plans for the January 6 Philadelphia appearance are unchanged.

JD

Day John F.

CBS NEWS

Office Communication

to: MESSRS. MURROW, SEVAREID, COLLINGWOOD, SCHOENBRUN, BURDETT, HOTTELET, LEISER, KALISCHER, NIVEN

from: John F. Day

cc: Messrs. Mickelson, Skedgell, Johnson, Burke, Zellmer, Donghi, Midgley, Horton, Reubens

December 18, 1958

Here are some times and dates in conjunction with YEARS OF CRISIS and the other year-end shows:

We will have our first sit-down on the Crisis show at 10 AM Monday, December 22, in Studio 2 (22nd floor of 485 Madison). We will use that studio all week as our meeting place, since we no longer have a conference room.

The attached sheet gives air times for YEARS OF CRISIS as well as the other shows.

At 5 PM Monday, December 22, we will do a closed circuit from Studio 42. YEARS OF CRISIS correspondents will answer questions sent in from the stations and newspapers as they did last year. We will run about an hour.

At 5 PM Monday, December 29, we will do a second closed circuit, this one to promote WHERE WE STAND and BIG NEWS OF '58. We will use some film segments from the shows on this one. Just which correspondents we will need will be decided later. This one should be closer to a half hour than to an hour.

We will put the radio YEARS OF CRISIS show on tape at 11 AM Saturday, December 27. We will put the television YEARS OF CRISIS show on tape beginning at 4 PM Saturday, December 27. I will explain to you Monday how Don Hewitt plans to shoot the show. It necessitates a recording session, then a return after dinner for a second session.

The Overseas Press Club luncheon appearance will be at 12:30 PM Tuesday, December 30, at the Plaza ballroom.

On Monday, January 5, the YEARS OF CRISIS group will go to Washington to meet with some bigwigs.

On Tuesday, January 6, at 8:30 PM, the group is to appear in Philadelphia under auspices of the World Affairs Council.

There will be no roundtable with the CBS New York people this year, but Messrs. Gitlin, Kany, Oleske, Klinger and Schramm have expressed a desire to discuss things with one or more of you individually.

JFD

CBS NEWS

Office Communication

to: WHOM IT MAY CONCERN

from: John F. Day

December 17, 1958

We have so many special News programs, and have had so much switching around on some of them, I am listing herewith the current schedule:

TELEVISION

THE RED HATS (Papal Consistory)	December 18, 11:15-11:45 PM
THE FACE OF RED CHINA	December 28, 5:00-5:30 PM
YEARS OF CRISIS	December 28, 10:00-11:00 PM
THE BIG NEWS OF '58	January 4, 3:00-4:00
WHERE WE STAND II	January 4, 4:00-5:00 PM

(In addition to the four year-end shows on December 28 and January 4 produced by the News department, Public Affairs has scheduled THE YEAR GONE BY -- making five in all for the year-end package -- December 28, 3:00-5:00 PM.)

And in addition to the air shows, News will produce a television closed circuit December 22, 5:00-6:00 PM, in which the YEARS OF CRISIS group will participate.

RADIO

THE RED HATS	December 18, 8:35-9:00 PM
BIG NEWS OF '58	December 28, 3:05-4:30 PM
YEARS OF CRISIS	December 29, 8:00-9:00 PM
WHERE WE STAND II	January 4, 9:05-10:00 PM

****

Dear John.

CBS NEWS

Office Communication

to: Ed Murrow

from: John Day

Blair Clark F.Y.I.

November 19, 1958

I certainly think we should have such a foreward as you suggest in a publication of YEARS OF CRISIS.

In re WORLD TONIGHT, that is certainly an excellent letter from the Shaker Heights teacher. I am fighting this battle in every court I can find, and I welcome all assistance. Strange thing about this battle is that all the high judges in CBS agree it is a great show and should not die (or be slowly strangled), but so far I have been unable to find somene to commute the sentence.

JD

Day, John

CBS NEWS

Office Communication

to: John Day

from: Edward R. Murrow

November 18, 1958

I certainly have no objection to publication of YEARS OF CRISIS. What would you think of a short foreword, setting forth how long we have done it and what we have attempted to do?

E

CBS NEWS

Office Communication

to: Ed Murrow

from: John Day

November 10

We might be able to get a book publisher to issue this year's 10th anniversary script of YEARS OF CRISIS. Would you object? (Of course we would want to get a responsible publisher, and I think the script should be published as broadcast, not in re-written form.)

JD

TO Mr. Murrow

FROM Sheila Hogg November 12,1958

I explained to Mr. Day's secretary that you were filming on Thursday morning at 11 a.m. As Mr. Day is unable to change the time or date of the meeting, I am afraid you will have to miss it.

F. unseen

Day, John

CBS NEWS

Office Communication

to: Ed Murrow

from: John Day

November 11

Can you attend a meeting in my office at 11 a.m. Thursday, Nov. 13, with Don Hewitt and Dave Zellmer?

Hewitt says he has an idea for shooting this year's YEARS OF CRISIS he would like to try out on us.

JD

4-C-5

FYI

CBS NEWS

Office Communication

to: SEE DISTRIBUTION BELOW

from: John F. Day

September 22, 1958

We will have an Election coverage meeting, primarily for the Regional experts and their staffs, at 2:30 PM Wednesday, October 1, in the conference room on the 22nd floor of 485 Madison.

At that time, Paul Levitan will describe plans for the set, will demonstrate the boards which will be used, and will outline in general the plan of action for election night. Ed Edwin will review the key races in each of the four regions. We also will undertake to answer any questions, looking toward growing emphasis on our pre-election work.

JFD

jfd/jp

MESSRS. JOHNSON, SKEDGELL, BURKE, WEFING, MURROW, NOVINS, HOTTELET, SMITH, TOWNSEND, JACKSON, DOWNS, CLARK, BLISS, LITTELL, SEAMANS, KURALT, PORTER, KALB, TERKEL, TABER
cc: Messrs. Mickelson, Levitan, Lang, Edwin

Day, Jal

CBS NEW

Office Communic

to: Sig Michelson - John Day

from: Edward R. Murrow 9/19/58 September 19,

I promised this chap I would pass his credentials along to both of you. I had a brief conversation with him and, for what it is worth, cannot imagine that his services would be useful unless it might be in some administrative capacity abroad.

ERM

enc.

Day, John F.

MR. EDWARD R. MURROW
485/17

from:

485 Madison Avenue, New York 22, N. Y.

BIOGRAPHY:

JOHN F. DAY

John F. Day, Director of News for CBS News, occupies a prominent position in American journalism as head of a world-wide organization that provides all news programming presented over the CBS Television and Radio Networks.

The organization, largest in the field of broadcast news, is made up of 400 correspondents, cameramen, editors, producers and other staff and contract personnel, stationed in the principal news centers of the world. Output of Mr. Day's department runs to some 150 network television and radio programs weekly, in addition to numerous "news specials."

From Mr. Day's office come orders shifting CBS News teams around the vast chessboard of world news. Correspondents and cameramen travel hundreds of thousands of miles yearly for CBS News, in order to keep abreast of -- and frequently ahead of -- news developments wherever they occur.

The present organization was largely established by Mr. Day himself. He assumed his post shortly after the decision was made to

integrate television and radio news operations into one group serving both media. This move to integrate, in turn, came shortly after CBS News decided to set up its own film-gathering operation, having found the service provided by the newsreel companies to be inadequate for television purposes.

Carrying out the integration order and setting up a newsfilm operation were the two major assignments facing Mr. Day when he joined CBS News in January, 1955. Also facing him was the challenge of television's uncharted potentials as a news medium, at a time when coast-to-coast television was less than three years old.

To study the problems of television news coverage at first hand, Mr. Day immediately took to the field to direct CBS News reporting of atom bomb tests at Las Vegas. These reports won an Emmy Award for best special-events coverage of 1955. Shortly thereafter, he went to England to organize and supervise CBS News coverage of the general elections.

Later that year, Mr. Day created the first television "news special," a thirty-minute report on MOSCOW TODAY, personally editing the first television film footage to come out of the Soviet capital. In 1956, Mr. Day supervised the first full-hour television news special, WORLD IN CRISIS, covering the uprising in Hungary and the Suez crisis. This was the most honored news program of the year, winning George Foster Peabody, Overseas Press Club and George Polk Memorial awards.

The "news special" evolved rapidly as a swift, flexible vehicle for providing background, color and interpretation to the news, and Mr. Day created the Special News Show Unit, geared for this type of production. These "specials" continued to win high honors. ALGERIA

AFLAME, which included coverage from behind rebel lines, won Peabody and OPC awards as the best television news report of 1957. In 1958, THE FACE OF RED CHINA, first comprehensive television report on that regime, won a Sylvania Award as the best documentary. During that year, CBS News produced 45 of these special television reports, an increase of 50 per cent over 1957. These were acclaimed as a major advance in television news and won a Peabody award.

Under Mr. Day's supervision, news film techniques were developed specifically for the needs of television. One such advance was the "two-projector" technique, whereby a sound camera covers a correspondent speaking at the scene of a story, while a second camera moves about to cover the story itself; the two reels are then inter-cut during projection, with the reporter's narration as the base. This serves to establish the CBS News reporter on the scene, and provides him with the means for presenting the story as he sees it.

Such advances have won wide popularity for the television news programming of CBS News. During 1959, DOUGLAS EDWARDS WITH THE NEWS, presented over the CBS Television Network, was attracting 17,000,000 viewers nightly, the largest following of any single news source in the world.

In radio news, Mr. Day supervised the creation of the award-winning THE WORLD TONIGHT, which presents the actual sounds and voices of the news, in addition to on-the-spot coverage and interpretation by CBS News correspondents in all parts of the world. Heard on the CBS Radio Network, THE WORLD TONIGHT won a substantial audience against the strongest mid-evening competition of both television and radio.

During 1958, Mr. Day planned, wrote an introduction for, and edited Television News Reporting, written by the staff of CBS News and

published by McGraw-Hill. The first book ever written on the techniques and practices of this news medium, it was immediately adopted by schools of journalism and became a standard reference work in hundreds of newsrooms.

To his CBS News assignment, Mr. Day brought more than twenty years of experience as managing editor, Washington and foreign correspondent, author, wire-service reporter, and winner of two prized fellowships in journalism.

He began his newspaper career on the Lexington (Ky.) Leader. He specialized in investigative reporting and covered, as he puts it, "everything from zoning scandals to outdoor plumbing." Out of one of his assignments, coverage of labor strife in Eastern Kentucky, came a book, "Bloody Ground," published by Doubleday in 1941.

In 1941, he transferred to the Associated Press, working in the Louisville and Huntington, West Virginia, bureaus.

The following year, Mr. Day was selected for a Nieman Fellowship, providing for a year of advanced study at Harvard University. He specialized in political science and history. From Harvard, he went into the Office of War Information, serving as chief of the spot news section in New York.

Later, after 18 months on the Cleveland Press, he was named managing editor of the Dayton (Ohio) News, his first executive post, at the age of 31. Mr. Day bolstered the editorial staff, modernized the newspaper's type and layout, and wrote its first "style book." In his three years in that post, the newspaper's circulation rose from 75,000 to 90,000.

In 1948, Mr. Day moved to the Louisville Courier-Journal's Washington bureau. It was during this assignment, in 1951, that Mr.

Day was named to a Reid Fellowship, providing for a year of work and study abroad. Combining this with an assignment from his newspaper, Mr. Day traveled extensively in France, Germany, Austria, Greece, Spain and Scandinavia as a roving correspondent. A series on Franco Spain was a highlight of his overseas tour of duty.

Returning to Louisville, Mr. Day was named managing editor of the Courier-Journal, where he increased the newspaper's emphasis on investigative reporting. After two years in Louisville, he moved East to an executive post on the Newark (N.J.) Star-Ledger, which he left after a brief period to accept an offer from CBS News.

Born in Flemingsburg, Kentucky, he worked his way through the University of Kentucky by teaching in rural one-room schools, working in a men's clothing store, and playing trombone in a dance band. Despite this work schedule, he found time to serve as president of the student council and editor of the college newspaper. He was elected to Sigma Delta Chi, professional journalism fraternity, as the outstanding journalism graduate of his class. He was graduated cum laude in 1935.

Mr. Day is a member of the Board of Governors of the Overseas Press Club and chairman of its Freedom of the Press Committee. He is also a member of the National Press Club of Washington, the Players and the Dutch Treat Club.

He has been a guest lecturer at the American Press Institute at Columbia University, and at the World Press Congress of the University of Missouri, and at several other universities.

Mr. Day is married to the former Vivienne Koch. They have no children. The Days live in New York City, with a week-end retreat in Kent, Connecticut.

# # #

4-C-5

Day, John

CBS NEWS

Office Communication

to: CBS NEWS CORRESPONDENTS: NEW YORK AND WASHINGTON
CBS NEWS EDITORS: NEW YORK AND WASHINGTON

from: John F. Day

cc: Messrs. Mickelson
Skedgell
Wefing

September 16, 1958

As you know, the number of 5-minute news shows on the Radio Network has increased steadily over the last few years. At this time there is every indication we will have even more such shows very soon, and so it seems the time has come to take a close look at how we are handling them.

Certainly we need better co-ordination, and here are some questions I'd like your suggestions on:

1) Should all of the shows be formatted precisely alike, or is a variation in format desirable?

2) What about repetition from one hour to the next? Do we want to try to have all new shows each hour? Do we want to assume that a listener at 2 PM, for instance, did not hear the news at noon? Do we want to try for some pattern of covering a series of secondary stories in succeeding news shows?

3) We have found that 1-minute pickups or pickups of even less time add to the pace of the shows. Should we try for more of these cut-ins?

4) Is it not desirable to quote our own reporters as much as we can in order to keep pointing up that we run our own news organization?

5) Can we develop some sort of identifying sound or slogan that immediately sets these shows apart as CBS News productions?

I would like to have your ideas on these and any other points that occur to you, right away, so that we can decide how best to make these shows all that they can be.

JFD

jfd/jp

CBS NEWS

Office Communication

to: MESSRS. JOHNSON, SKEDGELL, BURKE, ZELIMER, WEFING
cc: CBS News Correspondents, Editors

from: John F. Day

September 16, 1958

I wish to call your attention to the attached memorandum from Mr. Mickelson, pertaining to some decisions made by the Editorial Board.

Point two, dealing with ground rules for on-the-air interviews, and point three, concerning editorial policy, are of particular importance.

JFD

jfd/jp
Att.

CBS NEWS

Office Communication

to: SEE DISTRIBUTION BELOW

from: Mr. Mickelson

September 9, 1958

1) The policy announced July 1, 1949 that CBS will sell time for the expression of opinion on public issues is reaffirmed.

2) Time sold for the expression of opinion on public issues, except for political broadcasts during campaign periods, does not affect our obligation to maintain fairness and balance. Accordingly, time so sold must be included in considering the question whether over-all fairness and balance are being maintained. If an imbalance is created through the sale of time, provision must be made for righting the imbalance through the seeking out of opposing viewpoints and, if necessary, providing such opposing viewpoints the opportunity to be heard without charge.

3) Because, as stated, our obligation to maintain fairness and balance exists, even where time is sold, we must maintain reasonable limits on the sale of time for the expression of opinion on public issues. One consideration, of course, is the nature of the programming; we always have the right to refuse a program, if it is destructive of audience attention. But in the interests of full opportunity for communication of opinion, this power should be exercised only sparingly in respect of particular programs. Where, however, the purchase of time is for an extended series, or for a substantial block of periods, our overriding obligation to provide fairness and balance may result in badly distorting the station or network program structure. Accordingly, reasonable limitations on the amount of time sold for the expression of opinion must be maintained.

4) The following additional policies relating to expression of opinion, whether in sustaining or sponsored time, are reaffirmed:

   a) When time is used for the broadcasting of opinion, the opinion must be clearly labeled as such.

CBS NEWS

Office Communication

to: SEE DISTRIBUTION BELOW

from: Mr. Mickelson

September 9, 1958

I am attaching three policy statements governing news and information programs broadcast over the facilities of CRD, CTN and CTS as approved by the Editorial Board on September 3.

The first of these statements relates to the sale of time for the expression of opinions on public issues.

The second is a statement of ground rules governing on-the-air interviews.

The third statement relates to the expression of opinion within the content of CBS News programs or in the news programs of CRD or CTS stations in which the participants are employees of the news staffs of the CBS component in question rather than outsiders.

cc: Officers of CBS, Inc., CRD, CTN, CTS
Department Heads of CND
C-O Station Managers of CRD, CTS.

b) The sponsoring organization will be clearly identified so that there will be no confusion in the minds of the public.

c) Expression of opinion is permitted only in programs exclusively designed for that purpose -- that is, opinions may not be expressed in the course of entertainment broadcasts or as commercials in programs devoted to entertainment or other types of information.

d) When time is sold for the expression of opinion, the potential sponsor should be explicitly informed that our principles of fairness and balance might require us to provide opportunity free for the expression of opposing viewpoints.

e) To the fullest extent possible, all affiliates should be notified in advance of the nature and content of opinion broadcasts, whether sponsored or sustaining, not only because of their responsibility as licensees, but also because our failure so to notify them may place them under obligation to provide balancing free time.

cc: Officers of CBS, Inc., CRD, CTN, CTS
Department Heads of CND
C-O Station Managers of CRD, CTS.

CBS NEWS

Office Communication

to: SEE DISTRIBUTION BELOW

from: Mr. Mickelson

September 9, 1958

1) Preliminary statement

The special nature of broadcasting as a news medium, arising out of its ability to carry events as they happen and at the moment they happen, requires great care to avoid misleading the viewing public concerning the precise character and circumstances of interview programs. It shall be the policy of CBS, therefore, in respect of all programs which primarily involve interviews that, both on the air and in press releases, the procedures be identified as indicated below.

2) Rules for Interview Program Identification

In general, there are three types of interview programs:

a) Live interviews which are spontaneous, unrehearsed and, of course, carried in their entirety (e.g., FACE THE NATION);

b) Filmed interviews which are edited and condensed solely by CBS News; and

c) Filmed interviews where questions are submitted in advance to the interviewee, or the film or script is submitted after completion to the interviewee so that he may participate in the condensation and editing.

In general, the third type of interview should be avoided, except where the nature of the interviewee and the circumstances of the interview are such that the importance of the proposed program outweighs the disadvantages of the procedure and there are sound reasons for such procedure. This type of interview, however, will be permitted only upon approval by the General Manager of CND.

The three types of programs will be identified on the air (opening and closing) and in written publicity substantially as follows:

(i) "This interview is spontaneous and unrehearsed." (Note: If this type of interview is on film, the announcement should be changed to "This interview is spontaneous and unrehearsed and has not been edited.")

(ii) Where the interview is on film and has been edited and condensed, the announcement might be: "This program is spontaneous and unrehearsed but has been condensed and edited by CBS News."

(iii) In the third type, whatever the facts are should be stated (e.g., "This interview has been reviewed and edited by the interviewee", or "Questions in this interview were submitted in advance to the interviewee").

cc: Officers of CBS, Inc., CRD, CTN, CTS
Department Heads of CND
C-O Station Managers of CRD, CTS.

CBS NEWS

Office Communication

to: SEE DISTRIBUTION BELOW

from: Mr. Mickelson

September 9, 1958

1) The policy of CBS that in regular news and news analysis programs there be no editorialization, personal conclusions or personal opinions of the newsman is reaffirmed.

2) On special CBS News programs or series, however, where the particular expertise of the CBS newsman is called into play, it is appropriate for the newsman participating to express his own conclusions and opinions. Examples: YEARS OF CRISIS; THE RUBLE WAR.

3) When conclusions and opinions may be expressed by a CBS newsman, the following procedures shall govern:

   a) The General Manager of CND shall, from time to time, designate the particular program or program series on which such comment is permissible; such designation shall be a condition precedent to the permissible comment.

   b) On programs where comment is permitted, a sharp distinction will be made, by means of the format or otherwise, between factual reporting or analysis on the one hand, and the newsman's comments on the other. The two types shall be kept separate and shall not be intermingled.

   In general, the objective reporting and analysis shall occupy the first portion of the program. There then should be a clear break and an oral identification that what preceded was factual reporting and analysis, and what follows are the personal conclusions and opinions of the newsman or newsmen.

cc: Officers of CBS, Inc., CRD, CTN, CTS
Department Heads of CND
C-O Station Managers of CRD, CTS.

Day, John

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: John Day cc: Fred Friendly

from: Ed Murrow June 20, 1958

Re the attached - gladly. Mike Wallace Wesley Columbia.

Fred and I have informed all questioners that our consistent procedure has been as follows:

We say to the interviewee, "This is not etched on copper or carved on stone, but is rather a matter of competence and confidence. We shall, of course, edit your remarks for time, but we undertake that we will not distort your meaning or take anything out of context." Incidentally, we have yet to receive our first complaint about our editing from an interviewee.

We always tell them that our effort is not to embarrass or entrap, but rather to get a full and frank statement in answer to a given question. The interviewee has always had the right to ask us to stop the cameras in order that he may rephrase an answer with which he is dissatisfied or restate a sentence which does not parse.

We have never permitted an interviewee to screen the finished product or to participate in the editing.

For your private information the one exception to this rule was the case of Mr. Truman when as a matter of courtesy, not content, I flew out to Independence and screened for him the one-hour interview. There was no discussion between us regarding content or possible elimination of any portion.

In short, once the interview is on film the editing has been done solely by Friendly and Murrow without consultation, control or supervision.

fc

E.R.M.

Dear John

"THE BROADCASTER'S APPROACH

TO EDITORIALIZING"

Remarks by
Sig Mickelson

Vice President of CBS, Inc., And General Manager of CBS News

Before Round Table Luncheon of Radio and Television Executives Society

New York, February 26, 1958

Since there are almost as many concepts of the nature of an editorial as there are persons using the word, we should probably define terms before entering into a discussion of editorializing on the air.

There are certainly many persons who instinctively back off from the word "editorial" because they believe that it connotes opinions violently expressed without research, analysis, reflection, and meditation. This was certainly true of the editorial at one time in the history of American journalism.

Imagine, for example, a 1958 editorial being as violent in its tone as this one:

> "This atrocious wretch ... knows that all men of any understanding set him down as an abandoned liar, as a tool and a hireling; and he is content that they should do so. ...
>
> "If they have read the old hypocrite Franklin's will, they must have observed that part of his library, with some other things, are left to a certain grandson; this is the very identical Market-Street scoundrel."

The writer was William Cobbett and the editorial appeared in his Porcupine's Gazette in 1797. The target was another editor of the time, Benjamin Franklin's grandson, Benjamin Franklin Bache.

James Gordon Bennett was another editor who didn't believe in restraint. Can you imagine, for example, a broadcaster of 1958 editorializing about a competing broadcaster in the following way:

> "The large papers in Wall Street had also the news, /a foreign story carried in Bennett's Herald/ but as the editors are lazy, ignorant, indolent, blustering blockheads, one and all, they did not pick out the cream and serve it out as we did. The 'Herald' alone knows how to dish up the foreign news, or indeed domestic events, in a readable style. Every reader, numbering between thirty and forty thousand daily, acknowledges this merit in the management of our paper. We do not, as the Wall Street lazy editors do, come down to our office about ten or twelve o'clock, pull out a Spanish cigar, take up a pair of scissors, puff and cut, cut and puff for a couple of hours, and then adjourn to Delmonico's to eat, drink, gormandize, and blow up our contemporaries."

We may feel this way but we don't say it.

You might expect a little vituperation in politics, but hardly anything like this piece about the Democratic candidates for president and vice president in the 1848 election which appeared in the Springfield Republican of June 1st of that year:

> "At first blush, the nominations of the Loco-foco national convention -- General Lewis Cass for President and General William O. Butler for Vice-President -- appear the weakest that could possibly be made; ...
>
> "General Cass ... is a base intriguer, an unprincipled demagogue; he sacrifices means to the ends. These are strong terms, but they are deserved..."

Horace Greeley, writing in his own New York Tribune, was another of the old-time editorialists who turned invective loose on his opponents almost daily. His editorials are filled with expressions such as "traitorous men at Washington," "fools in Washington," the "atrocious proposition," the "infamous project," "faithlessness and fraud," "an act of deliberate bad faith, impelled by the most sordid motives and threatening the most calamitous results."

Now just one more paragraph from Greeley. It illustrates, I think, the mellowing that has occurred in a hundred years of editorial writing from the 1850's to the 1950's.

> "For the mole-eyed squad of little Northern men of Washington who are accidentally the controlling political force of the government at this junction of public affairs, lighting the torches of civil discord and vainly dreaming that no conflagration is to ensue, we have but pity for their blindness and fatuity. They are under the lead of men of gross and grovelling purposes, base instincts, and narrow vision. They are but blind followers of the blind."

That was undoubtedly pretty strong medicine, even in 1854.

I don't think I need tell you that things are different now. An analysis of the editorials appearing in print in 1958 would indicate that only a very few are purely hortatory in nature. I think it's safe to say that the great majority are analytical articles which carry a point of view, but in which the bulk of the space is given to the evidence from which the conclusions are drawn rather than to the conclusions themselves.

This is the type of editorializing which I believe we should consider here today - editorializing in which conclusions are arrived at only after thorough research and analysis. To put it another way, we are talking about editorials based on solid, competent reporting leading to conclusions which are more likely to be rational than inflamatory, gently convincing rather than loudly opinionated.

I think I should make it clear, before going any further, that we at CBS News believe that broadcasters have the right to editorialize; and that they should give serious thought to exercising it.

Frank Stanton, the president of the Columbia Broadcasting System, has, on a number of occasions, made very clear the CBS point of view. In a speech made at the National Press Club in Washington, D. C., on July 2, 1957, he said:

> "A major duty of that organization [broadcasting] is to report the news. A major right is to editorialize about the news."

Later in this same speech he said:

> "... we know very well that we will not have achieved full stature in journalism until ... we exercise fully and as wisely as possible our fundamental right to editorialize."

As further evidence of our attitude, I call attention to three occasions on which we have exercised this right.

The first of these occurred in the spring of 1950 when Dr. Stanton himself spoke up for color television. The second, in 1954, when he asked for the right to cover with the tools of broadcast journalism the hearings conducted by Congressional committees.

The third example came in January 5, 1958, when, in the last few minutes of the program WHERE WE STAND, CBS News, through the voice of Howard Smith, drew its own conclusions from the evidence which had been presented earlier in the program.

Three editorials, of course, during an interval of eight years, sounds like a remarkably limited number. You may wonder why an organization which so firmly believes in the right of broadcasters to editorialize has actually done so little.

The reasons are complex and varied and they represent problems which must be solved. I believe, however, that we <u>are</u> solving the problems and establishing guide lines through which editorializing in the future will be not only more frequent but also more effective.

Let's look at these reasons one by one. In doing so I would like to remind you that my assignment is to talk about the problems from the network point of view and not from the local station point of view.

The first of these problems are legal in nature. One of the regulations set down by the Federal Communications Commission to govern the broadcasting industry in the United States is an admonition to maintain "fairness and balance," particularly with respect to all issues involving controversy. It is perfectly obvious, I think, that we cannot maintain fairness and balance if we permit ourselves the luxury of expressing opinions on any topic we might choose without erecting substantial safeguards and adhering rigidly to self-imposed requirements, most important of which is making provision for the opposition to be heard.

Second among these factors is the relationship of network to affiliated station. Affiliated stations are, we all know, completely autonomous both by desire of station management and by law. No network can be so unthinking as to presume it can set editorial policy, not only for itself but for its affiliated stations as well. In print, of course, this need not be a problem since syndicated editorial matter is sent by mail or by teletype to the subscribing newspaper and does not appear in print until the local editors have had an opportunity to edit, delete or to omit the entire article or column. Unfortunately, because of the instantaneous nature of the electronic signal, there is no time for the station, in the event of a network editorial, to exercise its own discretion. Once on the cable at broadcast headquarters, the word is almost simultaneously on the air by way of the transmitters of each of the affiliated stations.

The third of the restrictive forces is that, historically speaking, we have little precedent for editorializing. There are a number of reasons for this. One has been our own timidity. We have

not seized the right and used it consistently. I suppose part of this timidity arises out of the confusion stemming from the Mayflower case which for a time had the effect of denying the right and partly to the hesitancy of broadcasters to utilize the rights which were not finally established until the Mayflower decision was handed down in 1949. But even in the nine years following the decision, few broadcasters have used the privilege. This raises a real question: Have we delayed so long in exercising our editorial right that we will be unable now to establish ourselves as legitimate editorialists and legitimate leaders of public opinion? Have we allowed the function to atrophy from disuse?

Finally, from the mechanical point of view, there is the enormous question of how we editorialize. Do we permit our news broadcasters, analysts, announcers or commentators to editorialize on their own or do we reserve the editorializing right to management? If we reserve it to management, should a representative of management present the editorial or does management speak through the voice of one of its regular broadcasters? Do we permit the inclusion of the devices of broadcasting to support the spoken or written word? In radio, do we support the editorial with sound effects and music? In television, do we support it with stills, film and graphic arts?

Do we include the editorial within those periods regularly set aside for news coverage or do we set it aside in specific periods designated clearly as editorial periods?

Since we must be bound by the "fairness and balance" clause, how do we accommodate the opposition point of view? Do we set aside time within the period in which we have taken editorial stand to give

the opposition an opportunity to express its point of view? Do we set up a comparable period at a later date or do we wait for the opposition to make its demands known?

We at CBS News are still feeling our way with respect to many of these problems. We do, however, have some very well defined opinions of our positions and our responsibilities. And we are continuing research which we hope will eventually lead to a workable pattern.

As Dr. Stanton put it in his National Press Club speech:

> "The development of this newer function of airing editorial opinion is still subject to the sweat and care of responsible experimentation."

The question is then not: Should we editorialize? but rather a matter of how we editorialize.

In general, we believe that there are three systems that can be used.

The first is to permit regular newsmen to express opinions in the course of their regular news broadcasts.

The second is to build a stable of commentators of varying shades and hues of opinion who would be given full authority to express opinions as they see them. This is the so-called "spectrum" theory.

The third is to reserve the function to management and make the editorial the expression not of the individual, but of management itself.

We are opposed, for ourselves, to the first two of these three methods. We are determined not to turn over the use of our facilities to individuals to express their own points of view as they please. It is our opinion that fairness and balance cannot be maintained under these conditions.

Moreover, we believe it would be irresponsible of us to permit any individual broadcasting over CBS Radio or CBS Television facilities to confuse fact and opinion. This, we believe, would serve to shake the confidence of the public in our reporting and raise serious questions concerning our integrity.

We likewise believe the so-called "spectrum" theory is not the answer. In this theory, fairness and balance would also be in jeopardy. There is no certainty that the listeners or viewers to the exponent of one shade of opinion would likewise see or hear the exponent of an opposite shade. There is no certainty that viewers and listeners will tune in in equal measure to each of the shades of opinion so that they would be able to derive from the broadcast schedule a genuine fairness and balance.

We believe, also, that the "spectrum" theory would obligate us to hire our personnel in an unsound manner. We think it would be a gross violation of good judgment to employ a commentator to express one shade of opinion simply because we have on our staff a man who expresses another shade of opinion. We believe the newsmen should be hired for their competence as reporters and not because of the opinions that they may by chance hold.

In other words, we believe that the function of news broadcasters on CBS facilities is to report the news and not to express their opinions. The Chairman of our Board, William S. Paley, laid down these requirements very specifically in a speech he made before the National Association of Radio and Television Broadcasters on May 25, 1954. In that speech he said:

"In news programs there is to be no opinion or slanting. The news reporting must be straight and objective.

"In news analysis there is to be elucidation, illumination and explanation of the facts and situation, but without bias or editorialization.

"In both news and news analysis, the goal of the news broadcaster or the news analyst must be objectivity. I think we all recognize that human nature is such that no newsman is entirely free from his own personal prejudices, experiences, and opinions and that, accordingly, 100 per cent objectivity may not always be possible. But the important factor is that the news broadcaster and the news analyst must have the will and the intent to be objective. That will and that intent, genuinely held and deeply instilled in him, is the best assurance of objectivity. His aim should be to make it possible for the listener to know the facts and to weigh them carefully so that he can better make up his own mind."

I call your attention specifically to the phrase "will and intent." Our criterion, which we apply to all our news broadcasts is the criterion of will and intent. Does the broadcaster have the will and intent to be objective?

Since we are determined not to editorialize through the medium of the news broadcast or through a spectrum of so-called "commentators" then it is obvious that we favor the third plan - that we believe editorials are the responsibility of management. But, if they are to be the responsibility of management it goes without saying that management must set up certain ground rules for its editorializing program. Our previous editorial experiences have been governed by such ground rules and we will continue to follow such a set of rules in the future.

The rules are as follows:

Firstly, we must separate our news and opinion, clearly and unmistakably, and identify editorials for what they are.

Secondly, we believe that an editorial must represent management opinion and, therefore, it must derive from management decision.

Thirdly, we believe that the editorial must be the product of thorough, exhaustive research carried on by competent reporters and researchers.

Fourthly, we believe that once management, based on the research available to it, has decided on its stand, affiliated stations should be notified of the full content of the editorial. This, we believe, must be done sufficiently in advance of the air time so that affiliate management will have the opportunity to reject the editorial if it so desires.

Fifthly, we should be prepared, in the interests of fairness and balance, to give time to opposition spokesmen either in the same period or in some subsequent period when it is possible to reach comparable audiences.

This I believe to be a reasonably concise statement of the CBS News point of view toward editorializing. It leaves open the question of the manner of presentation.

We have at times wondered whether the spokesman should be a news broadcaster or a staff announcer or a representative of management or an editorialist who is employed for the sole purpose of carrying on an editorial program. As a matter of fact, we have used both systems. In 1950 and again in 1954 it was Frank Stanton who spoke out in clearly identified editorials, first in favor of color television and then against the practice of closed hearings in the Congress of the United States.

On the other hand, in the concluding editorial statement in the program WHERE WE STAND, broadcast on the CBS Television Network on January 5, and on Radio on January 9, it was Howard K. Smith who expressed the conclusion of CBS News regarding the comparative status of the U.S.A. and the U.S.S.R. with respect to arms, economy, civil defenses and education.

Both systems seemed to work and my guess is that we would use both in the future, with the choice dependent on the subject matter and the circumstances in which it is to be presented.

With regard to providing time for the opposition point of view we likewise believe that more experimentation is necessary before a pattern is established. In the case of the Dr. Stanton editorial of 1954, we invited representatives of the opposing point of view before Dr. Stanton went on the air. In the case of the WHERE WE STAND editorial no such invitations were issued and no requests were made upon us for time to answer. If such requests had been made, however, we would have felt obligated to provide the time.

Because WHERE WE STAND was in many cases representative of our attitude toward editorializing it might be useful to recount here the story of WHERE WE STAND, particularly as it led up to the conclusions presented on behalf of CBS News by Howard K. Smith.

It was in October of 1957 that, at the suggestion of CBS management, we turned the full resources of CBS News to the problem at hand: Where do we stand vis-a-vis the Russians with respect to rockets and missiles, weapons systems, economies, civil defenses and education?

After approximately a month of research involving our foreign correspondents, our Washington staff and a special production unit here

in New York we asked the production unit to present a synopsis of its findings. Out of this synopsis certain conclusions began to make themselves apparent. We asked members of the unit to carry on with the research and come back a couple of weeks later, with a specific statement of the conclusions which by then should be readily apparent.

These conclusions were then presented to a meeting of the CBS Editorial Board, whose personnel includes the Chairman and President of CBS, Inc., corporate vice presidents serving in the areas of programming and governmental relations, the presidents of CBS Radio and CBS Television, and the corporate vice president who is General Manager of CBS News.

Through a process of writing and rewriting, consultation, querying of staff members, rechecking of facts and refining the summary, the conclusions as presented by Howard K. Smith were finally set down on paper.

This final version was then teletyped to all CBS Television and CBS Radio affiliates who were scheduled to carry the show. This was done on Thursday night, January 2 so that the executives of all affiliated stations would have an opportunity to study the transcript well in advance of the Sunday, January 5 broadcast.

One more step was taken. It was made abundantly clear in the text of the program that the conclusions to be read by Howard K. Smith were conclusions and not facts, and that they were the conclusions of CBS News and not necessarily of Howard K. Smith, although I am sure he agreed.

I think it obvious that this pattern conformed to our self imposed regulations but it doesn't fully answer our questions concerning manner of presentation.

While we believe that the problems of networks and local stations with respect to editorializing are quite different in nature we are naturally watching with considerable interest a test to be made by the CBS-owned station, WHCT, in Hartford, Connecticut, starting on March 2. On that day, WHCT is going to embark on a program of regular weekly editorials. Each Sunday a fifteen-minute period will be devoted to an editorial, or several editorials. The format will allow for the station management point of view on a number of topics of importance and concern in the Hartford area and it will, likewise, provide time for opposing points of view to be heard through viewers letters.

It would probably be far better for the management of WHCT to be here to explain in person the pattern set up for its experiment, but, since Harvey Struthers is not here, let me proceed to tell you, in general how WHCT executives intend to proceed.

Rather than use their regular news staff for the purpose of researching, reporting and writing the editorials, they have employed an entirely separate editorialist. It is his function to learn all that it is possible for one man to know about the problems facing the citizens of Hartford and the surrounding territory. It is his responsibility to read all that is in print and learn all he can through interview about such problems.

The experiment will be restricted to local topics or topics of local concern. It will not concern itself with national problems except as they specifically apply to Hartford or the Hartford vicinity.

The editorialist assigned to the project will report his findings to a WHCT management committee which will study his findings and

determine the point of view to be taken by the station. In the process of the writing of the editorial the editorialist will continue to consult with the Management Committee until the final product has been perfected.

No specific length for the editorial has been set. It will rather be the practice to give any one topic what it is worth. Normally, the station management would expect to cover two or three topics in a given period, although in many occasions it may not be possible to do justice to more than one.

The very knotty question concerning the identity of the person actually airing the editorial has been solved, or perhaps I should say, avoided in this case through the use of a moving tape designed to appear on camera in much the same fashion as the credits at the end of a television program. All editorials will be reproduced on such tapes and the viewer will see only the moving tape as it appears on the screen. The voice of an unidentified announcer will simultaneously read the copy from an off-camera position.

Letters to the management concerning the editorials will be encouraged and a representative sampling of such letters will be broadcast on each program, after the first one, using the same device.

The editorialist will be charged with the duty to see that the opposition point of view is given opportunities equal to the management point of view.

The editorial experiment will be set up as a separate program, clearly identified as editorial in content, so that there is no mistaking its nature and its purpose.

Naturally, those of us at CBS News organization in New York are going to watch with more than a little interest the progress of the experiment in Hartford, and we are delighted that the management of WHCT has seen fit to untertake it. We hope that from it we may learn more about the technique of editorial broadcasting and about public response to the broadcasting of editorials. It should be noted that, involved in network editorializing are special problems toward the solution of which the WHCT EDITORIAL series, carried on a local basis, can make no contribution. While CBS continues to insist on the right of the network to editorialize, as CBS has done on three occasions, the decision to go forward with the local WHCT series is not to be construed as a presage of the regular network editorial series.

In summary, I think it is obvious to all of you that at this point CBS News believes that broadcasters should editorialize; that they should exercise a positive leadership and thus increase their contributions to the public welfare. We think it obvious, however, that the privilege should be exercised with caution; that it should be exercised only by responsible persons who are cognizant of the dynamic influence of the spoken word and the spoken word with pictures. If we are fully respectful of our position and of the necessity for fairness and balance then there is no doubt that the editorial can be an enormously powerful device for service to the public - a device we would be remiss in overlooking.

Day, John F.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. LARRY LESUEUR cc: Messrs. Murrow, Skedgell, Donghi

from: John F. Day

June 23, 1958

The Ford representatives don't want to split the Murrow replacement time, so I would like for you to do the Murrow show during July and August.

That will mean, I suppose, a scheduling in early September of your remaining vacation time for this year.

Unless something goes awry, we plan to have Claude Mahoney anchor the "News of America," starting next Monday, June 30.

JFD

jfd/jp

Day, John F.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MAC R. JOHNSON

cc: Messrs. Lower, Gitlin, Marrow, Burke, Shedgell, Zellner, Bush, Ross

from: John F. Day

F. F. Ha.

June 12, 1958

CONFIDENTIAL

I talked to Schoenbrun by telephone last night, and he feels he is definitely set on a DeGaulle interview -- probably some time after July 5.

He says the DeGaulle people definitely will not go for FACE THE NATION but will accept a conversational-type two-man interview in the manner of the "See It Now" Macmillan interview.

Lou Cowan has given me a financial go-ahead on this, but at an outside accounting cost of $5,000. As for time, we can get 7:30 to 8:00 on a Friday night.

I told Schoenbrun I figured the best way to do this at the lowest cost would be to shoot in 16 mm with two cameras using magnetic stripe; to have him and Collingwood be the interviewers; to try to time it to half an hour instead of shooting into a big editing job; to use simultaneous translation; to send Bob Ross to Paris to direct facilities.

We will want to plan on a radio show from this, too. I don't know whether it would be simpler to dub from the film or record especially for radio.

JFD

jfd/jp

Day, John

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: John Day

from: Ed Murrow

June 12, 1958

Re the attached: We invited General MacArthur before the Truman piece was aired and for your interest and possible amusement, here is a copy of his reply which appears to me to be definitive.

fc

E.R.M.

Day John

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Jay McMullen cc: Messrs. Mickelson, Gitlin, Murrow

from: John F. Day

April 22, 1958

For whatever it's worth, I would like to say that I thought "Who Killed Michael Farmer" was one of the best radio documentaries I have ever heard.

The tape material was all there. The editing was excellent. The script was terse, and the narration moving. I can't believe that anybody who listened to the beginning of that show turned the radio off before it was over, and I can't believe either, that anyone who listened to it didn't have a better understanding, not only of the problem, but of what might be done about it.

JFD:pv

JFD

Dear John

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: THE WASHINGTON BUREAU

cc: Radio Cable Board
Television Cable Board

from: John F. Day

F41

March 24, 1958

There seems to be a misunderstanding among some people in the Washington Bureau about the relative responsibilities of (a) New York producers and/or anchor men of shows, (b) Washington correspondents doing spots for the various shows, and (c) the Washington editors.

Perhaps I can clarify.

Remember first that it takes teamwork to keep CBS News a going organization, and we should never have to draw precise lines between what one or another man should do to get a good show on the air. But there are areas of responsibility. To define these areas, let's take THE WORLD TONIGHT as an example.

The producer or the anchor man will want suggestions for stories both from the Washington correspondents and the Washington editors. But the final selection of WHAT stories are used lies with the producer or the anchor man. The Washington correspondents and editors can discuss, recommend, argue that some other story is better than the requested story. But, as I say, the New York staff must decide WHAT stories they want for the show.

The story having been selected, it is up to a Washington editor to assign it, and it is then up to the correspondent to report, write and voice the story to the best of his ability.

But before it is voiced, it is the responsibility of the Washington editor to edit for factual content, for clarity of statement, for objectivity of approach. The Washington editor must not permit any story he has not read carefully to go on the air or be piped to New York.

There should be few disagreements between correspondent and editor as to the final form of the copy, but if there are disagreements, the editor must have the say. However, if the correspondent objects strenuously to the editor's ruling, he should ask the editor to call me. Somebody has to be the arbiter, and I'm it. I would hope the arbitration process can be held to a minimum.

jfd/jp

Day

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: John Day

from: Ed Murrow

November 8, 1957

As you know, we are doing a SEE IT NOW piece on November 24th under the title "Atomic Timetable." This will deal primarily, although not exclusively, with the peacetime civilian use of nuclear reactors.

Appearing on the show will be Rickover, Strauss, Teller and others. They will discuss some of the aspects raised in your memorandum, but the primary emphasis will be on peaceful uses. I see no conflict, and I don't see any danger of plowing the ground too thorougnly in the course of two one-hour shows.

fe

E.R.M.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Ed Murrow

from: John Day November 7

I tried to call you this morning but you were in the cutting room, and since I am going out of town for a few days I thought I'd better drop you a note.

Can you tell me whether there is anything in your SIN plans that would conflict with this special project (or vice versa) outlined in the attached?

To: CBS News Foreign Correspondents

From: John Day

October 30, 1957

CBS News, with the blessings of the top company officials, is undertaking what may well be the biggest job of original reporting it has ever done as a group effort.

We plan to develop a one-shot special program which urgently requires the cooperation of all foreign bureaus.

This is a high-priority effort, one expected to result in a one-hour or ninety-minute show to be aired in prime time around the first week in January.

Our purpose is to investigate some of the major questions raised by the sputnik and by other recent signs of Soviet progress in science and technology. From the answers we hope to draw up a sort of balance sheet on how we stand vis-a-vis the Soviet Union in three critical areas:

1. Weapons

2. Defenses

3. Economics

Les Midgley's Special News Show unit, assisted in this case by Alex Kendrick as combination reporter and editor, has been charged with developing this idea.

In searching for information, please keep as much to yourselves as possible the exact nature of the project.

At this point, I'll let Les Midgley take over with some details.

We cannot determine beforehand exactly what form the program itself will take -- just how, dramatically, we will present the information. It should develop out of the information itself, when we get it in hand. But we would certainly appreciate any suggestions you might have -- any possibilities you may encounter in the way of filmed interviews, pictorial reports on some visually interesting aspect of any side of the story.

The first job is to use every possible resource of CBS News to get the answers we need, every official, personal and sub rosa contact you have. For material on the Soviet Union, for example, we would hope to have you get to various government, private and semi-public offices, scientists and scientific societies who might have information in this area (not just SHAPE, but Radio Free Europe, Radio Liberation, individuals like Thierring in Vienna, etal.) We hope to pry loose information that has been buried and perhaps some that has been classified previously, or that is still classified in this country.

Obviously, we need the hardest information available, but where only informed guessing is possible, that also will be valuable.

I enclose an outline of our basic research approach -- which may be drastically altered by what we discover along the way. Naturally we don't expect every correspondent to address himself to the whole list, but it will be of enormous assistance if you can go over the approach and get what information is available in your assigned areas.

We need detailed memos here by November 15 to enable us to judge how to go ahead.

CC: Messrs. Burdett, Collingwood, Freidin, Kalischer, Leiser, Schoenbrun, Schorr.

WEAPONS AND DEFENSES:

Does the launching of Sputnik necessarily mean the Russians have an Intercontinental Ballistic Missile? Just what rocket weapons could they shoot off tomorrow, if they wanted to -- size, thrust, accuracy, range, etc. How good are the Russian missiles? What are their limitations -- inefficient engine? Costliness? Guidance? Re-entry?

Are there any limits to the amount of explosive that can be packed into the head of a missile?

How seriously do Russians apparently feel the need for missiles because of pressure of U. S. bases around them?

Nuclear warheads -- is it true that almost any country now can build an A-bomb, but that H-bomb is too costly and complex for any but the few major countries?

What use are conventional weapons in missile-warfare era? What are best guesses as to Soviet strength in conventional arms -- planes, naval forces, ground forces? Just what is function of planes, ships, ground forces in missile era?

How important to the U. S., in missile era, is NATO? Why? What use are bases?

Is there any practicable defense against missiles -- anti-missile missiles? Holes in the ground? What seems to be prevailing line of thinking -- apart from utter hopelessness -- about problem of civil defense. What, if anything, is known about Soviet concepts and plans for defensive weapons and civil defense? How far along are any such plans?

ECONOMY -- SCIENCE, INDUSTRY, ETC.

What has been learned, or can be deduced about the logistics of Soviet weapons program? How much money, what other resources are going into it? (Any kind of guage on this question would be helpful.) Any signs that this is imposing a strain on Soviet economy?

What can we infer about Soviet economic strength and progress -- in plant, technology, etc. -- from their achievements in rocketry?

What is proportion of Soviet economy now being devoted to heavy industry as against consumer goods? How does this compare with recent years -- what's trend since World War II? Since Khrushchev? Any way to measure, for example, among what various end-products a single given ton of steel is distributed in Russia -- so much into rocket casings, so much into autos, so much into refrigerators, etc?

ECONOMY -- SCIENCE, INDUSTRY, ETC. (CONTD)

Russian science and scientific education -- what is opinion of these, their value, state of progress?

What about basic research -- how much of Soviet funds, how much manpower going into it?

To what degree is Russians' recent achievement the result of native scientific effort, and how much attributable to captured Germans, to stolen secrets, etc.

How does Russia stand in various critical raw materials of the missile era -- self-sufficient, partly dependent on allies, wholly dependent on allies.

Production lead-time -- the gap between design and operation of a weapon in any substantial numbers: what is now the apparent lead time in Soviet Union? Since Soviet lead time is widely said to be less than that of U. S., are there any factors involved here other than the element of compulsion in Soviet system? What factors might there be in Soviet economy to suggest that they might be able to stay ahead of U. S. in this respect, even in event of an all-out effort by U. S.?

Economics of missile warfare -- is it actually a cheaper form of warfare than conventional form? What if we take into consideration cost of defending against missile warfare -- is it still cheaper? If so, is it true that this would tend to favor USSR because Soviet less able to bear expensive burden than U. S.?

INTANGIBLES (That is, even more intangible intangibles).

How have satellite launching and other Soviet achievements affected mood, spirit, frame of mind of western allies? More fearful, more resolute, despairing, more unified?

Dayed

COLUMBIA BROADCASTING SYSTEM

Office Communication

COPY

to: John Day cc: Mr. Ackerman, Elizabeth Smith

from: May Dowell - General Information Division, Reference Department

October 16, 1956

The Deadline Data Service is now available in the General Information Division of the Reference Department under the supervision of Miss Elizabeth Smith.

You may want to notify the various news correspondents, and perhaps some of them might want to stop by to see the set-up. In this way, they would know where to find it during the hours when the Reference Department is notopen.

/s/ MD

CBS NEWS

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK • PLAZA 1-2345

FRED W. FRIENDLY

Executive Producer

October 16, 1963

Dear Ed:

The hospital, at Bob Evans' direction, has been good enough to keep me informed on your recent encounter, and Janet has been equally kind in keeping me up to date. Jim Seward and I have been trying to manage an invitation to come down and see you and we remain poised for the visit.

I am inundated with calls from just about everybody that you ever put on a television program, all asking to be remembered to you and asking for a medical run-down. The list goes all the way from the BBC Director General and staff to Rickover, Oppenheimer, etc.

As for me, my message to you, which I have been wanting to deliver in person for months even before your operation, is that I think it's time for you to come back here and, unless you physically restrain me (which may be beyond your competence), I am going to cause the company to make you a specific offer. I'm sure that the government needs you -- so does television, and the hours are better, the pay bigger and there may be stockholders but there ain't any congressional committees and, most important, we need you.

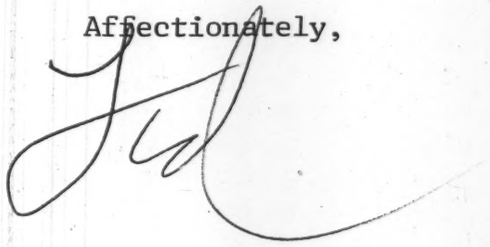
You may be learning to getting along with only one lung but I've been limping all along with only a half a heart and half a gut and a quarter of an intellect and I am asking to be rescued.

Aside from CBS REPORTS, the BBC wants to enter into an arrangement for a whole series of TOWN MEETINGS OF THE WORLD which is just a fancy word for SMALL WORLD. Incidentally, I'm not at all sure that we have a real man to do them, and the one

man who would be acceptable to the British and CBS and the whole world will be ERM.

So you have been warned. A summons server will soon call upon you.

Affectionately,



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11/16/72

Fred Friendly

CBS NEWS

Office Communication

to: FRED FRIENDLY

from: Ed Murrow

December 30, 1960

I don't know this guy, but it seems to me his Number 2 idea on physical fitness has some merit.

gw

December 20, 1960

Mr. Edward R. Murrow
CBS
485 Madison Avenue
New York City, N.Y.

Dear Mr. Murrow,

May I have a few minutes of your time? I was sports editor of the Detroit Times which was sold a few weeks ago and have been unemployed since.

My brother is Arthur Hull Hayes of CBS radio.

Few sports editors want a former sports editor on their staff, making it difficult for me to get a job. I have had 33 years experience with all types of reporting.

My task is to come up with ideas that, properly presented, will produce a return far in excess of any salary paid me.

I have a couple of ideas for those documentaries which you have done so well in the past. If you find them acceptable I would like a chance to develop them.

1. Perhaps the greatest crime ever committed by one individual was the blowing up of the plane near Denver a couple of years ago by a man named Graham. Later he died for his crime. Now, several years later, you might make a survey of the damage he did.

The immediate harm was headlined at the time, but only now can the enormity of his crime be assessed. The families ruined by the death of a mother or father; youngsters who have been in trouble because they lacked the guidance of a parent. Businesses that have collapsed or failed , with resulting unemployment because a key figure died in the crash.

I believe a thorough investigation would reveal that the greed of this man which led to this crime has had a profound effect on at least a thousand persons.

I believe the impact of such a program would be tremendous, but it would require considerable research and reporting.

2. The war and the recent Olympics have shown in many respects that American youth does not stack up physically with those of other parts of the world.

Why?

Finding the answer to this should make another fine program. What is done at the various levels to promote physical education and training would be a prime subject. The part played by the schools, the colleges and clubs could be explored.

Comments from the President's advisors, the big names in the Olympics and college athletics, coaches, trainers and athletes along the way who deal with youngsters in the grade schools.

My contacts are broad in all branches of sports, and I am sure that I could do a good job on such a subject.

If, in your opinion, either has merit and you'd wish to pursue them further, I would appreciate hearing from you.

Sincerely,

Edgar Hayes
16510 Hartwell
Detroit 35. Michigan

Friendly, F.

CBS ACR1/WCC435 TD314

LONDON 151/149 17 510P

IMMEDIATE CBSINC

NEWYORK

FOR FRED FRIENDLY ITINERARY FOLLOWS DEPARTING LONDON NOVEMBER 23RD DRIVING SWITZERLAND RECHABLE HOTEL DU CERF CHESIERES VILLARS DECEMBER 5TH TO ELEVENTH THEN HOTEL BEAU RIVAGE GENEVA TWELFTH TO FIFTEENTH THEN CARE OF GEORGE FISCHER LIMITED MUHLENTALSTRASSE 105 SCHAFFHAUSEN SEVENTEENTH TO TWENTIETH THEN KULM HOTEL STMORITZ-DORF DECEMBER TWENTIETH TO JANUARY FOURTH STOP APPRECIATE YOU GEVING FOREGOING MY OFFICE ALSO AARON ZOUSMER PARAGRAPH LETS SCRUB MIDATLANTIC PARLIAMENT TEMPORARILY DUE COMPLICATIONS BOTH ENDS PARAGRAPH RE HEILBRON SHE WILLING IN PRINCIPLE BUT PROGRAMME MUST BE UTTERLY IMPERSONAL NO MENTION HER CAREER OR EVEN THAT SHE QC ~~STOP PREPARED DISCUSS CAPITAL~~ PUNISHMENT ~~LEGAL~~ DEFENCE FOR INDIGENTS NECESSITY SPEEDY TRIALS NEED ADEQUATE PAROLE PROBATION OFFICERS STOP PRECEDENT TRADITION MAKES THIS TRICKY BUT IF YOU DECIDE PURSUE SUGGEST WELCH TELEPHONE HER AT GATEACRE 4059 WHICH IS IN ALLERTON LIVERPOOL PARAGRAPH INFORMING ITA VANALLEN TWO MINUTES TAPE SUMMARY RECEIVABLE ABOUT NOVEMBER 23RD REGARDS

EDMURROW

Fred Friendly

CBS NEWS

Office Communication

to: Fred Friendly

from: Ed Murrow

June 22, 1960

THE BRITISH - ARE THEY COMING OR GOING?

Program designed to answer two questions:

1. What has been the impact upon Britain of post-war American imports all the way from missiles to slang, coca cola, westerns, air bases, Time and Newsweek as well as refrigerators and rock and roll?

2. What is the image of the United States in Britain? Do they trust our leadership - are they reconciled to the position of a second-rate power - what do they think of our policy in Asia? In short, is the Alliance (the only reliable one we have) anything more than a temporary prop while the British try to work out a new constellation of power?

I think that if we go beyond these two points and begin dealing with social strata, education, and health problems in Britain, we will end up with something that will answer no questions and interest no people.

ERM:gw

Friendly, F.

Hotel Beau Rivage
Geneva, Switzerland.

December 5, 1959.

Dear Fred:

When last we talked you indicated that there was considerable interest in doing MID-ATLANTIC PARLIAMENT as a one-hour program once a month. I have had long discussions about this with Bernstein and Barry, and we are all agreed that a half-hour once a week, or on alternate weeks, is much to be preferred. It is our feeling that were we to go for the full hour program it would require a totally different approach, probably involving background and illustrative material either on tape or film. In short, the hour once a month would be a production, whereas the half-hour would be meaningful and stimulating conversation which could be aired without any more lead time than is required for a newspaper feature story.

I don't know how we progress this matter from this point. It may be there is no urgency, since I gather there is no prospect of the project being undertaken before the Autumn of '60.

I appreciate fully our difficulty in clearing the half-hour script, but I am entirely persuaded that if we don't do it in half-an-hour we must reconsider the whole format and approach. If you and Sig have any ideas on the subject, maybe you would write direct to Barry and let me have a copy.

As ever yours,

Mr. Fred W. Friendly
C.B.S. News Inc.,
485 Madison Avenue
New York 22, N.Y.

ccs. Sir Gerald Barry, Mr. Mickelson.

Fred Friendly

Fred Friendly

Kay Campbell

August 28, 1959

Dear Fred:

This is just to remind you that Mr. Murrow said he would like Ed Jones to get out some film clips on Nixon, Rockefeller, and Eisenhower to use as illustrations of certain points in his London lecture. These should be shipped to Sir Gerald Barry, Granada TV Network Limited, 36 Golden Square, London W. 1, England.

gw

from:
CBS NEWS
485 Madison Avenue, New York 22, N. Y.

MR. ED MURROW
485/17

Friendly, F.

July 20, 1959

CBS NEWS APPOINTS FRED W. FRIENDLY
EXECUTIVE PRODUCER OF "CBS REPORTS"

Appointment of Fred W. Friendly as executive producer of CBS REPORTS, a special series of hour-long informational broadcasts to be presented in prime evening time over the CBS Television Network, was announced today (July 20) by Sig Mickelson, CBS Vice President and General Manager of CBS News.

Under a plan announced recently by Dr. Frank Stanton, President of the Columbia Broadcasting System, "...the CBS Television Network is scheduling regular hour-long informational broadcasts once a month in prime evening time. We will report in depth on significant issues, events and personalities in the news. In the year following, we propose to make this a bi-weekly, and after that a weekly, program ...We are determined to press the medium to its fullest development as an informational force as effectively and as fast as we can."

Mr. Mickelson said that CBS REPORTS was the most important programming project ever undertaken by CBS News. "For the first time, all the production resources of the division will be put behind a single series. Scheduled for peak viewing times, the programs will be available to more millions of viewers than any other information series ever presented on television."

The chief executive of CBS News said that Mr. Friendly will supervise the various production units assigned to CBS REPORTS. He

(More)

will continue as co-producer of SMALL WORLD, which enters its second season this fall.

Commenting on his choice of Mr. Friendly as executive producer of CBS REPORTS, Mr. Mickelson said: "Fred Friendly has made major contributions to television with such distinguished programming as SEE IT NOW and SMALL WORLD. In his new assignment, he will find a broader scope than ever for his creativity, energy and skill."

Mr. Mickelson said that choice of topics for CBS REPORTS will be governed mainly by affairs of urgent national interest at the time of the broadcast. "CBS REPORTS will stay as close as possible to the leading events and issues of the day. It will provide interpretation, background and understanding at a time when comprehension is falling behind the onrush of events. In addition, CBS REPORTS will look ahead to give Americans a clearer picture of the world they will be living in -- a world of space travel, satellites, atomic power; a world facing serious overcrowding as medical science cuts the death rate far below the birth rate; a world where colonial peoples are moving swiftly into nationhood and independence."

Mr. Mickelson said that, in addition to CBS REPORTS, CBS News will continue to schedule special news and information programs as events warranted.

* * *

Friendly, Fred

CBS NEWS

Office Communication

to: Fred Friendly

from: Ed Murrow

November 24, 1958

F.Y.I.

Goldwyn has agreed to participate with Vivien Leigh and Tynan - originating point to be his studios at 8 a.m. Hollywood time on December 12.

Schoen, Jr.

WPRO TV
Cherry & Webb Broadcasting Company
PLantations 1-9776
WPRO BUILDING • 24 MASON STREET • PROVIDENCE, 2, RHODE ISLAND

March 18, 1957

Mr. Edward R. Murrow
CBS Television Network
485 Madison Ave.
New York, N. Y.

Dear Ed:

Last evening was one I shall long remember. I felt honored indeed that Fred invited me to play an intimate role in the memorial service for his mother, and to meet again with you and, for the first time, with Carl Sandburg.

The over-flowing crowd at Temple Beth El proved, once again, the popularity of Edward R. Murrow in this community--more demonstratively, I believe, than any rating. I'm proud that you, Ed, are a senior member of the CBS family and that we have the privilege of broadcasting your programs to the people of southeastern New England. Should WPRO and WPRO-TV someday not clear for an Ed Murrow program, it will be because I am no longer here and the station has undergone a complete change of policy.

I sincerely hope that Ed Murrow and Fred Friendly --in partnership, or individually, will always feel a cordial welcome awaits them at WPRO and WPRO-TV.

Sincerely,

Don

Arnold F. Schoen, Jr.
General Manager

AFS:bb

Vr. U
Thanks

THE PROVIDENCE JOURNAL
March 18, 1957

Says U.S. Yields In Middle East

TV's Edward Murrow Sees Biggest Soviet Victory in Cold War

Edward R. Murrow, TV news commentator, last night told a Providence audience that the United States had abdicated its leadership in the Mideast and that Russia has scored its greatest victory in the cold war in that area.

"A nation with power must lead," Mr. Murrow said, "and we cannot lead by abdicating our leadership to the United Nations."

"We have not accepted our responsibilities in the Mideast since 1951," he said. "We are back where we were eight months ago due to the action and inaction of our government."

"This is a testing time for our leadership," he said and added that the situation in the Middle East is exactly as it was

Continued on Page 4, Col. 6

Ed Murrow

Continued from Page One

before [illegible] termed the "100 hours"

"We [illegible] sent a [illegible] to the Middle East with $200,000,000 in his pocket to bribe the Arabs and exp[illegible] this to solve our problems," he continued.

Mr. Murrow said that [illegible] the U.S. exerts the same [illegible] sure on Egypt now as it [illegible] Israel that "the moral [illegible] will be cut from under us."

He said that Egyptian President Nasser will "get out of Gaza Strip when the Russians tell him to get out and not before."

Mr. Murrow joined poet Carl Sandburg and Fred W. Friendly, TV and radio director, in a memorial service for Mr. Friendly's mother, the late Mrs. Theresa Wachenheimer at the Temple Beth El last night before approximately 1,800 persons.

Mr. Murrow said after his talk that he felt he could not express these sentiments on TV because they were his own opinions and were not necessarily the opinion of the Columbia Broadcasting System.

Explains Cease-[illegible]

In explaining the c[illegible] in the Middle East, M[illegible]ow said it was brought about by a direct threat from Russia and a threat of economic [illegible]tulation from President Eisenhower.

He said that Israel had relied on "immaculate assumptions" received from the U.S. [illegible] deciding [illegible] withdraw her troops. He said that Israel [illegible]sses the "toughest army I [illegible] ever seen."

He said that an example of our indecisive foreign policy was indicated in our approval of British, French and Canadian sale of arms to Israel while we would not sell arms ourselves.

"We must have to make up our minds that for our own self-interest and to maintain our leadership of the free world we will have to offend someone in the Middle East besides the smallest and only democratic nation in that area," he said.

Urges "Bold Program"

Mr. Murrow, who won three Emmy awards, TV's equivalent of Hollywood's Oscar, Saturday [illegible] for newscasting and [illegible] of his shows, called for a [illegible] bold imaginative program [illegible] this country in the Middle East to relax and release the tensions in that area."

Mr. Sandburg, Pulitzer prize winner for his biography, "Abraham Lincoln: The War Years," and looked upon by many as the dean of American poetry, told the overflow audience that "education has come to be an ugly word," for him.

He said that "we spend billions for defense," while our allocations for education lag far behind.

"Educators are speaking gobbledegook to each other," he continued. "They are not speaking to the common man and the people cannot understand what they are saying."

"Ain't Doing So Good"

He said that too few leaders understand the responsibilities of the movies, radio and television and deplored the trend away from books and reading.

"Poets ain't doing so good," he said, noting the prevalence of what he termed "obscurantists."

"You have to guess at what they mean," he continued. "I guess poetry is suffering from what they would call in Washington a recession."

Mr. Sandburg also read passages from his poetry and prose and sang several songs, accompanying himself on the guitar.

Mr. Friendly, who was an announcer in Providence before he joined Mr. Murrow in radio's "Hear It Now," and TV's "See It Now," paid a brief tribute to his mother, who has been a member of the Beth El congregation before her death and had been active in civic and charitable organizations in the state.

The guests were introduced by Rabbi William G. Braude of the Temple Beth El.

Friendly, Fred

CBS TELEVISION

Office Communication

to: Edward R. Murrow

from: Fred Friendly

January 14, 1954

Learned Hand's office is expecting us to call Friday morning. The telephone number is COrtland 7-7100, and our contact from the Legal Aid office who has been talking to Judge Hand is Howard Rossbach.

FWF

Here
10:00
Mon. Jan 18

50

Friendly, Fred

CBS RADIO

Office Communication

Fred Friendly

Edward R. Murrow

December 11, 1953

The organization I spoke with you about, Panel For Americans (where college kids of various races present their cases) is run by Mrs. Marion Hargrave, 386 Fourth Street. Her telephone number is Murray Hill 5-0181.

E.R.M.

rh

MEMORANDUM

Dear ER

We meant to give you this —
Fred's Mother sent it on from Providence
Best to Janet & Casey —

Dorothy Friendly

Sincerely
Dorothy

ON THE DIAL

By MAURICE DOLBIER

AN EGG BY ANY OTHER NAME
(to be taken with more than a grain of salt.)

NOTE: Names of the radio news commentators used in this parody are not fictitious but the things they say are. The gentlemen in question would have handled this whole news story in a much better way. I write it in a spirit of gratitude to the producers of the CBS history-on-the-spot documentary, "You Are There," one of the finest series in American radio and winner of the Radio Academy Award).

NARRATOR: (In a booming, echoey voice): April 14, Notime, Fantasia. Humpty-Dumpty falls off the wall! You are there!

MUSIC: (impressive, with trumpets).

NARRATOR: We take you now to our special newsroom in the capitol city of Fantasia. The next voice will be that of Edward R. Murrow.

SOUND: (a few seconds of noise like eggs being fried. Then the line is cleared, and the voice comes through).

MURROW: This . . . is Fantasia. For over a week now this country has been in the grip of a political crisis. The central figure in this crisis is the War Minister of Fantasia, General Humpty Dumpty. As the commander of all the King's horses and all the King's men, General Dumpty is in a highly strategic position, and it is no secret that, if he gave the signal, he could stage a successful coup d'etat.

SOUND: (the hum of a large mob).

MURROW: The War Ministry is surrounded now by thousands of Fantasians waiting for General Dumpty to make his fateful decision. CBS correspondent Doug Edwards is down in the midst of that tumultuous crowd now with a portable microphone. What does the man in the street say, Doug Edwards?

EDWARDS (excitedly): Yes, Ed, I'm being pushed hither and yon by thousands of Fantasians who surround the War Ministry, waiting for General Dumpty to make his fateful decision. Would you mind, sir? You're stepping on that wire. Thank you. What's your name?

RUMPELSTILTZKIN: That's for me to know, and for you to find out!

EDWARDS: Well, will you tell us, sir, what do you think of this Dumpty affair?

RUMPELSTILTZKIN: Dumpty's on the fence! He's got to come off it, one way or the other. Whichever way he falls, it'll be a mess!

EDWARDS: Thank you, sir. Now back to Ed Murrow.

MURROW: Now to Lake Success for Larry Lesueur's report.

SOUND: (the frying eggs again, then clear).

LESUEUR: The United Nations this week has been paying close attention to the political crisis in Fantasia. The question of who shall represent Fantasia if General Dumpty takes over control in that country is one that is causing a great deal of head-scratching here. But while this problem is one that may create much tension, the U.N. this week has made considerable progress in another direction. The Gastronomical and Replenishment Council, whose work seldom reaches the headlines since it is perhaps not of a sensational enough nature, has agreed on the proper method of making Indian pudding. The Indian delegate. . .

VOICE: We interrupt this broadcast to bring you a special news bulletin.

SECOND VOICE: Bulletin: Fantasia: General Dumpty Arrested; King Cole Acts After War Minister Declares Revolt. Revolt Crushed.

VOICE: Here again is Ed Murrow speaking to you from Fantasia.

MURROW: This . . . is Fantasia. HumptyDumpty has fallen. And all the King's horses and all the King's men can't put Dumpty's reputation together again. The country is calm. The revolution has failed.

VOICE: And what's the word for today, Ed?

MURROW: The word today is an old American proverb: "Nobody can unscramble scrambled eggs."

NARRATOR: Apr. 14, Notime, Fantasia. Humpty-Dumpty falls off the wall! You . . . are there!

March 10, 1950

Mr. Fred Friendly
370 First Avenue
New York 10, N. Y.

Dear Fred:

Please accept my belated thanks for your generous gift for the children of Shallmar; I've forwarded it to the proper authority, and I'm sure that it was greatly appreciated.

As ever yours,

370 FIRST AVENUE - NEW YORK 10, N. Y.

Check $10

Tuesday

Dear Ed:

Dorothy and I had thought of sending some kind of a small gift to Casey for Xmas. But he'll get so much and the kids in the town of Shallmar, will it seems, have so little, that we thought we'd like to send our gift along to them.

I didn't write town the principals address or name and thought you might be good enough to send it along for us.

It was a good show last night and I hope that Casey will approve of this deversion of funds.

Fred

F.F.

Friendly

12

Mickelson

CBS NEW

Office Communi

to MR. EDWARD R. MURROW

from Mr. Mickelson

Mr Sarnoff

October 24, 1960

You suggested on October 11 that we leave it to the legal gentlemen to decide about the application of your contract with us to your prospective appearance on an NBC program on ABC facilities on April 25, 1961.

I must report a difference of opinion between our respective legal and business representatives as to the letter and intent of your contract on this subject.

We, on our part, believe that no such appearance is allowed under your contract or was contemplated during the negotiations.

I would like to register our objections and hope that you will reconsider. However, we will not take any further legal steps with regard to this appearance if you decide to proceed.

Mickelson, Sig

CBS NEWS

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK · PLAZA 1-2345

SIG MICKELSON
President

September 27, 1960

Dear Ed:

I shall be happy to join you for luncheon on October 25 at the Century Club in honor of Rear Admiral Daniel F. Smith.

Thank you for the invitation.

Cordially,

Sig

Mr. Edward R. Murrow
CBS News
485 Madison Avenue
New York 22, New York

Mickelson

CBS NEWS

Office Communication

to: Sig Mickelson

from: Ed Murrow

September 8, 1960

The attached makes interesting reading. I take it this is not only a departure from established news policies, but also applicable to other radio and television news programs.

My interest is of course purely academic, since I have no desire to compete with Drew Pearson in his hey or any other kind of day.

ERM:gw
att.

Sig Mickelson

CBS NEWS

Office Communication

to: Sig Mickelson

from: Kay Campbell

August 31, 1959

Sheila Hogg has requested a leave of absence for three months beginning October 1st, in order to accompany her husband during a temporary absence assignment in England. I recommend that the request be approved.

I also recommend that Gabrielle Wachsner be promoted to fill the position on a permanent basis, and that Sheila Hogg be assigned to the executive secretarial pool upon her return from her leave. Miss Hogg is aware of this proposal and is agreed to it. I, in my turn, have assured her that when Mr. Murrow returns to the office, and we are once more entitled to staff at full strength, there will definitely be a place for her.

KC:gw

S. Mickelson

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

SIG MICKELSON

Vice President
News and Public Affairs

August 20, 1959

Dear Ed:

I had hoped to be able to talk with you briefly before you got away about the "Last Will and Testament" idea.

I discussed the matter yesterday with the Editorial Board group. The conclusion reached at the meeting, I think, was that we would like to have access to the completed programs and we would like to provide co-operation as it might be needed by the Foundation in anything it produced. Under these terms, the series of programs would be a Foundation production and ownership of the programs would be maintained by the Foundation.

I wonder if there is someone at the Foundation to whom you would want me to talk along these lines or do you prefer to let the matter rest until you return to New York.

Best personal regards.

Sincerely,

Sig

Mr. Edward R. Murrow
Pawling,
New York

(delivered to office)

Orig Mem Mickelson

CBS NEWS

Office Communication

to: CND STAFF
OFFICERS AND DEPARTMENT HEADS OF CBS Inc. CRD, CTN, CTS

from: Mr. Mickelson

June 29, 1959

For some time we have been considering working out a plan which would enable Irving Gitlin to be relieved of his administrative duties to allow him to devote full time to the creative program field. The present volume of informational programming assigned to CND and the prospects for the future indicate the time is ripe for making such a change.

I am delighted to report that CND has successfully concluded negotiations with Mr. Gitlin on a long-term contract which will accomplish this purpose. Hence, effective immediately, Mr. Gitlin will become an executive producer in CND reporting directly to me. His specific assignments will include supervision of THE TWENTIETH CENTURY, CONQUEST and WOMAN!!, and he will additionally be assigned the responsibility of developing new product in the informational program area.

This was not an easy decision to make in view of the tremendously effective job Irving has done in building the Public Affairs Department to its current high level of prestige and productivity. I concluded, however, that he can be of even more service to CND and to the audiences of CTN and CRD if he can bring his great creative capacity to bear on program product without the distraction of administrative responsibility.

I know that you will all wish Irv well in his new capacity, and I am also sure that he can depend upon your continued support.

At the same time, I am pleased to announce that John Lynch, who has served since the first of the year as Assistant Director of Public Affairs, will advance to Director of Public Affairs. The Public Affairs Department under John's direction will embrace the same elements as at present with the exception of those programs which come under Mr. Gitlin's supervision. I am sure John, too, has the best wishes of the entire staff in assuming his new responsibilities.

SM

Mickelson, Sig

CBS NEWS

Office Communication

to: Mr. Mickelson

from: Mr. Murrow

March 19, 1959

I think it is indicated that these letters be answered by an officer of the company, and I suggest that the company answer be preceded by the statement that the letter has been turned over by me to whoever signs the reply.

E.R.M.

Mickelson, Sig

CBS NEWS

Office Communication

to: Mr. Mickelson

from: Edward R. Murrow

February 13, 1959

On SMALL WORLD, Joe Welch indicated that some time before he died he would like to do a program on Sacco and Vanzetti, even if it had to be canned and presented at a later date. I confess I was not aware of the two programs presented on CAMERA THREE but, had I known of them, I doubt that I would have engaged in any colloquy on the subject with Mr. Welch. Or, to state it another way, if the network will not defend me on the Business of Sex, I am not disposed to defend the network in the case of Sacco and Vanzetti.

Mickelson, Day

CBS NEWS

Office Communication

to: MR. MURROW cc Mr. Day

from: Mr. Mickelson

January 29, 1959

John Day tells me that he has arranged to have Larry LeSueur fill in for you during your February 24 - March 5 vacation. This seems to put everything in order.

fm

Mickelson, +

CBS NEWS

Office Communication

to: Mr. Mickelson cc: Messrs. Day, Saward, Friendly, Zousmer

from: Edward R. Murrow

January 19, 1959

With your permission, I plan to take a little time off in late February and early March - specifically, from February 21 to March 3.

This will mean missing one PERSON TO PERSON - I will work out a substitute with Johnny and Jesse, or, alternatively, will fly back from Florida to do it.

I will also work out SMALL WORLD arrangements with Fred, and I assume Day will arrange a substitute during this period for the 7:45 show.

E.R.M.

Mickelson, Sig

CBS NEWS

Office Communication

to: Mr. Mickelson cc: Mr. Day

from: Mr. Murrow January 15, 1959

I assume that some arrangement is being made to compensate Eddie Bliss for his services in connection with YEARS OF CRISIS.

E.R.M.

Mickelson, Sig

CBS NEWS

Office Communication

to: Mr. Mickelson

from: Mr. Murrow

November 24, 1958

The attached from Clifton Daniel is self-explanatory. I have acknowledged his letter.

E.R.M.

November 24, 1958

Dear E.C.:

Many thanks for yours of November 19. I am sure your suggestion as to procedure is sound and I will pass it on to the people who made the original mistake in programming, who will probably proceed to make another, in procedure. I can at least see to it that no mention of your intervention is made to the Russians. Thanks again for writing.

As ever yours,

ERM:skh

Mr. E. Clifton Daniel
The New York Times
Times Square
New York, N.Y.

The New York Times
Times Square

November 1[illegible], 19[illegible]

Dear Ed:

I saw Frank Stanton yesterday but forgot to tell him something that I should pass on to someone in CBS.

Not long ago I had a very cordial luncheon meeting with Kharlamov, the chief of the press department of the Soviet Foreign Ministry. His division is the one that handles visas for foreign correspondents. We asked him whether the ban on CBS was irrevocable, and he replied, rather surprisingly, that no decision of that sort was ever permanent and that, sooner or later, CBS probably would get a visa for another correspondent.

This, of course, does not constitute a promise, and Kharlamov alone is not in a position to give a final decision on a matter of this kind. However, I don't think he would have been so forthcoming and so positive in his reply if he had not felt that he was on absolutely safe ground in saying what he did. I thought this would interest you people on CBS.

From my knowledge of the Russians, I would say that the best procedure for you, if you wish to get another correspondent into the country, is to lie low for some months and not agitate the issue publicly or bombard the Russians with requests for visas. Then, when there seems to be a propitious moment, you should apply for a visa.

It might be advisable to make discreet, informal inquiries before making a formal application. The Russians might accept one man but be unable, for face-saving reasons, to admit another. You might be able to find out in advance whether a man was acceptable or not and thus avoid a turn-down that would further delay matters.

Incidentally, I don't think it would be politic to mention to the Russians what I have told you in this letter.

Sincerely yours,

Clifton Daniel

Mr. Edward R. Murrow
Vice President
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Mickelson, Sig

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

SIG MICKELSON

Vice President
News and Public Affairs

November 14, 1958

Dear Ed:

The possibility of an AFTRA strike, of course, gives us very great concern. Naturally, our obligations to the public as well as our economic obligations compel our attempting to maintain as full a broadcasting schedule as possible.

Most important of all to us, however, is the maintenance of our news and public affairs broadcasts. As you know, gradually but steadily, broadcast journalism has taken its place as a full and mature branch of the press. This has in no small measure been due to what I am persuaded is the finest corps of journalists in the nation -- CBS News correspondents, of which you are a vital part. Increasingly, the public has looked to CBS News, both radio and television, as a primary source of information.

I and all my associates at CBS are convinced that it will be most unfortunate to abdicate our role and our responsibilities to the public even for a short period and under pressing circumstances. We most sincerely hope, accordingly, that you will see your way clear to resolve all the conflicting considerations, which we recognize press hard upon each of you, in such a way that you will continue without interruption in your regular work in the areas related to the operations of the News Division. All of us at CBS, and more important, all of the public which has come to depend on you, would be most grateful were you to see fit to continue.

Best personal regards.

Sincerely,

Sig

Mr. Edward R. Murrow
CBS News
485 Madison Avenue
New York 22, New York

CBS NEWS

Office Communication

to: SEE DISTRIBUTION BELOW

from: Mr. Mickelson

November 12, 1958

You are invited to attend a briefing on "Military Implications of Non-Military Defense" to be given by Herman Kahn of The RAND Corporation. The briefing will be held Tuesday evening, November 18, in the Mansfield Theatre, 256 West 47th Street, at 8:00 pm. It will last approximately three hours.

Mr. Kahn is a senior member of the Physics Division of The RAND Corporation. He has been a consultant to the Oak Ridge National Laboratory and to the Air Force's Scientific Advisory Board. He has also been a member of an Advisory Group to the National Bureau of Economic Research. Mr. Kahn will be accompanied by two associates from The RAND Corporation, one of whom is a Russian expert.

Dr. Stanton, who saw essentially this same briefing a couple of weeks ago, described it as "one of the best briefings I have ever heard on the subject of passive defense."

Will you please call me or my secretary to let me know if you will attend.

NO

CBS, Inc.
Mr. Paley, Dr. Stanton
Messrs. Aubrey, Bonfig, Cherry, Hopper, Lowman, Meade, Ream, Salant, Brauner, Dean

CRD
Messrs. Hayes, Dundes, Slate, Hansen

CTN
Messrs. Cowan, Robinson

CTS
Messrs. Jones, Lawrence, Hough, Digges

CND
Messrs. Day, Gitlin, Lang, Jefferson, Flynn, Skedgell, Johnson, Burke, Zellmer, Midgley, Westin, Kalb, Sharnik, Littell, Benjamin, Wasserman, Fleischman, Fleming, Rasky
Messrs. Calmer, Clark, Cochran, Costigan, Cronkite, Edwards, Hottelet, Jackson, LeSueur, Murrow, Novins, Reasoner, Thomas, Townsend, Trout.

Mickelson, Sig

CBS NEWS

Office Communication

to: Sig Mickelson - John Day

from: Edward R. Murrow

September 19, 1958

I promised this chap I would pass his credentials along to both of you. I had a brief conversation with him and, for what it is worth, cannot imagine that his services would be useful unless it might be in some administrative capacity abroad.

ERM

enc.

Mickelsen Sr

CBS NEWS

Office Communication

to: Sig Mickelson

from: Edward R. Murrow

September 5, 1958

Since I am not personally involved in this financial decapitation, I would like to ask one question. Has the profit-sharing scheme for senior executives also been abandoned for "the greater benefit both of the employees and the company"?

Mickelson, Sig

The Connecticut Broadcasters' Association
Annual Convention
Cheshire, Connecticut
Friday, May 23, 1958

Remarks by Sig Mickelson
Vice President of CBS, Inc., and
General Manager of CBS News

A recent report published by The Fund For The Republic makes some intriguing points about broadcast journalism. Because this report directly involves CBS News and because its implications affect all practitioners of the art of broadcast news, it seems to me to be a logical topic for discussion here today and among broadcast newsmen generally.

This report, with which you may be familiar, recounted the full story of our Khrushchev FACE THE NATION broadcast of June 1957. It was a very carefully prepared, well documented and generally sound analysis of what I believe to be one of the most interesting episodes in the history of broadcast journalism.

What intrigued me most, however, was the major conclusion drawn by Herbert Mitgang, of the New York Times, the writer of the report. He made the flat statement that "American television is not as free to cover the news as is the press."

Now, you may expect me, as the operating head of CBS News, to take umbrage at this critical conclusion and to come out of my corner fighting. I am going to do neither. I am going to admit that Mitgang was right; that generally we are not as free as other media.

This is an admission which those of us in broadcast news do not like to make.

Mitgang points out that if a newspaper had published an interview with the Russian dictator, as indeed newspapers have on a number of occasions, there would have been no outcry. As a matter of fact, just one month earlier, Turner Catledge, Managing Editor of THE NEW YORK TIMES, had interviewed Mr. Khrushchev in the Kremlin and the TIMES carried a verbatim report of the interview. Not an eyebrow was lifted.

But when television saw fit to carry such an interview, there was a storm that blew for many days. The broadcast became a subject for discussion at Presidential Press Conferences, for comment by the Secretary of State, for speeches in the halls of Congress, for newspaper and magazine editorials and for at least one long session before the National Press Club.

This, of course, is not the only occasion when the rights of broadcast media to cover the news have been questioned. I well remember one night in August 1956 when the Chairman of the Democratic National Committee, in the most bitter terms, took CBS News to task for not carrying in its entirety a film prepared by the Democratic National Committee for showing at the keynote session of the national convention. This too, caused a storm and caused many people to question publicly the right of free choice by a television network as to what it was to cover and what not to cover.

In both the Khrushchev and the Democratic National Committee film cases we stuck to our guns, but the fact that we had to defend ourselves in each instance indicates a relative lack of equality to cover the news freely.

In both instances, I honestly believe that the stand we took has substantially furthered the interests of the whole broadcasting industry toward greater freedom and equality.

But the battle has only begun.

We are still not permitted inside committee rooms in the Congress of the United States with tape recorders and microphones because of an order handed down by the Speaker of the House of Representatives.

We finally succeeded, but only after a long argument in obtaining permission from the Defense Department for each of the four network groups to send reporters to the upcoming bomb tests at Eniwetok. Formerly, each wire service was given one space and the entire broadcasting industry was represented by one pool reporter. Even this year there are three spaces for three picture service still-men but one space for a pool television cameraman.

Award-givers too don't seem to recognize us on the same level as newspapers. At one recent ceremony awards were given for outstanding foreign reporting, outstanding national reporting, outstanding local reporting, outstanding community reporting (all to newspapermen), outstanding news photography (to wire services), and outstanding television reporting (to CBS News). This list of awards might seem to suggest that we are not competent to do foreign, national, metropolitan, or community reporting, but only some specialized type called "television reporting".

We in New York still have no right to cover the New York City Council with microphone or tape recorder and similar blocks against television and radio reporting are all too common elsewhere.

The most hopeful sign is that so many of these instances of discrimination are now getting space in the trade press. It indicates that we are scrapping more vigorously for our rights and that cognizance is being taken of our efforts to win equality.

But the fact is that we are still not equal. And we should be, we should be because we have a right to be -- but much more importantly because the American people badly need the kind of quick, factual, hard-hitting information service we can deliver.

CBS President Frank Stanton, speaking at the recent convention of the National Association of Broadcasters, commented on our swiftly-growing role in the decision-making process in a democracy in the ICBM Age.

Broadcasting, he said, is no longer "merely an extension of other informational media."

"We have had leadership thrust upon us - whatever the risks, whatever the harassments, whatever the discouragements. The survival of our freedom as an industry - as well as that of all of us as a people - may well depend upon how we exercise it."

But I do think that a little introspection is in order. I'd like to ask not "Where are we limited?" but "Why are we less than equal and what can we do about it?" and I'd like to preface answers to these questions by pointing out that freedom and equality don't come cheap.

The question is -- what do we do about it? I have several suggestions to make and I hope you will not be over-sensitive if I speak critically.

The first suggestion relates to our personnel.

I am not convinced that the competence of broadcast journalists generally measures up to as high standards as it should. I said this once before in a talk before the RTNDA Convention and EDITOR AND PUBLISHER devoted a full editorial column to quoting me as evidence that radio and television cannot cover the news and never will.

This, of course, is simply untrue. Radio and television newsmen are certainly a more competent and experienced group now than they were ten years ago. Many stations are doing a superb job of covering the news.

But I am afraid that there are still too many stations relying on ex-disc jockeys, former saxophone players, or inexperienced recent college graduates to provide a quality news service.

BROADCASTING MAGAZINE earlier this month put it this way in an editorial:

> "Broadcasting has at its command some of the most knowledgeable journalists in the nation. It also hands microphones to men with neither the training nor talent to report news and commentary.
>
> "Broadcasting produces many programs of journalistic integrity and depth unmatched by the work of any magazine or newspaper. It also deforms the air with amateur news which is at best superficial and at worst misleading."

This is pretty strong medicine, but I don't think we can dispute it, hence, in my opinion, the first essential for free and equal,

or better yet, superior,news, is improved personnel.

The second essential is an increased volumn of original reporting. A station or network simply cannot depend on re-writes of wire services if it expects to gain the confidence of sources of news and, in obtaining that confidence, there is no substitute for personal, face-to-face contact. Furthermore, this is the way closed sources of news are opened up. Being on the scene day after day, hammering at the door is more likely to succeed than a torrent of speeches, complaints or resolutions. And the listener or viewer gains the benefits of first-hand reporting.

So much for acquiring competent personnel and doing a thorough, original reporting job.

The third essential, and this is another over which we can exercise direct control, is delivering quality performance. By performance I do not mean sonorous tones or a slick writing job, but, rather, producing news with the understanding, skill, integrity and will to be objective as responsible journalists. If we don't have integrity, if we are not objective, if we don't have some sense of showmanship, at least to the extent of making facts interesting, then our job of purveying information is hopeless. If our staffs don't have these qualities, then we'd better recruit replacements.

There are two other elements over which our control may be slightly less but the significance remains equal.

The first of these is to place our operations as nearly as possible on a sound financial footing. From a network point of view,

it is almost impossible to operate an international newsgathering agency on a breakeven basis.

CBS, Inc. subsidizes CBS News to a very considerable extent because it believes such a subsidy is well spent in terms of public responsibility and the service CBS News is able to render. And, I for one, think that this service also has specific values in terms of dollars and cents.

We cooperate to the hilt with the Sales Departments of our two customers -- CBS Radio and CBS Television -- and operate on the assumption that every product we have on our shelves, except for religious programs and programs involving the President of the United States, is available for commercial sale provided that commercial sale will not compromise our integrity, objectivity, and other standards of fairness and balance.

Stations, I believe, are generally more favorably situated. They have a far better chance to achieve break-even positions, or even profits, and, indeed, the records show many substantial money makers among the better and larger news operations.

It stands to reason that the news department of a broadcasting station which can operate on a break-even, or profit, basis, is in a better position to serve the community than the money loser and can cover more news in greater depth and hire better personnel, operate better facilities, do more original reporting and find more outlets for its products.

And these, after all, are the keys to success, not only in

terms of department and station prestige but also in terms of community service and equality with the other media of communications.

There is a further word I would like to say about some station managements.

It seems to me one of the most damaging elements in our quest for prestige and equality is the low esteem in which broadcast journalists are held by some station operators. Please note I limit it to some. I well remember reading once in BROADCASTING MAGAZINE the story of a news director of a radio station who was elected to promotion manager. Now promotion managers have a vitally important function but ranking the promotion manager higher than the news director reveals to me a total disregard of the vital significance of news both from the public service point of view and from the point of view of the specific benefits to the station operator to be derived from a good news operator. Certainly a reappraisal of values is in order and I have no doubt what such a reappraisal would show.

Another specific move we can make is to stick together when we are under attack. Most of the support which we at CBS News received when we were under fire in the Khrushchev issue came from newspapers, not from broadcasters.

The press sets up a clamor when it is attacked. We have a tendency to sit back supinely until the storm blows itself out, and in the meantime, hope it will go away and leave us alone.

We are not completely without agencies supporting our position and campaigning for freedom and equality. The NAB Committee on

Freedom of Information has fought vigorously against the American Bar Association's Canon 35 and not without some success but I wish it would broaden its efforts to include a major campaign for equality of access to a far greater diversity of government agencies - national, state and local.

I am not concerned about Canon 35. I have a feeling broadcasters should be more interested in coverage of the innumerable committees, boards and commissions which operate within the executive and legislative functions than in coverage of the courts. We serve our listeners and viewers best, I believe, when we keep them informed of the governmental activities which most directly and significantly affect them.

This, I feel, is not any more true of judicial news than it is of many other agencies in our society that make decisions affecting the lives and social enviroment of all of us - and probably somewhat less so.

The Radio and Television News Directors Association has also been effective on many fronts. In many cases it has made equality for broadcast journalists a clear-cut issue. RTNDA officers have been notably quick to pounce on acts of discrimination against us and to give such discrimination full national ventilation.

But RTNDA has its weaknesses, too, stemming largely from the fact that it does not have nearly the support from management it needs and that its membership of some 400 is pitifully low when compared to the total number of broadcasting stations in the United States.

It stands to reason that RTNDA cannot speak with the authority it needs and would have if management would step up its support and encourage news directors to stand more solidly behind it.

We obviously need an organization with the strength and prestige of the American Society of Newspaper Editors but as of now we don't have it and prospects for the immediate future do not seem very bright.

The relative lack of prestige of RTNDA in many stations also strike me as a symptom of something less than full support or understanding management.

I have not said anything about inadequate budgets because it stands to reason you can't operate well without money. But, conversely, there is plenty of evidence to indicate that, at a station level, money invested in a solid news department can return not only a good profit but frequently a big profit, not to mention priceless community prestige.

All in all, we have come a long way in a short time. In less than 30 years we have built an entirely new method of delivering information simultaneously to millions of people. Our responsibilities are staggering but so are our resources. Those responsibilities cannot be fully met without unceasing effort....effort which will open up new areas for coverage and increase our opportunities for service. As the BROADCASTING MAGAZINE editorial I previously quoted puts it:

> "What is now being done in news, information and commentary is not enough to seize leadership for radio and television in the communications world.

It is enough, however, to suggest that the leadership can be seized.

"Leadership must be earned, and there is no cheap or easy way to earn it."

I might add that once it is earned, not only we but the entire nation will profit. Conversely, in the Sputnik age, we can't afford not to earn it.

Mickelson, Sig

MAY 1958
TELEVISION
MAGAZINE

How about the last paragraph?

A trend of major significance is the growing conscious use of television as a social force

TV ACCEPTS ITS GREATEST CHALLENGE

By SIG MICKELSON, *v.p. & general manager, CBS News*

Immediately following the CBS telecast of the 90-minute "Where We Stand" early in February, Samuel Lubell, the political analyst, conducted depth interviews in New York City. While this was only a tentative survey of modest proportions, the results may be significant. Commenting on the findings, he said:

". . . a fair number of the persons interviewed were shaken up by the program. There is no question that it had considerable impact. . . . Generally, the people who heard the program tended to accept its conclusions as to what needed to be done."

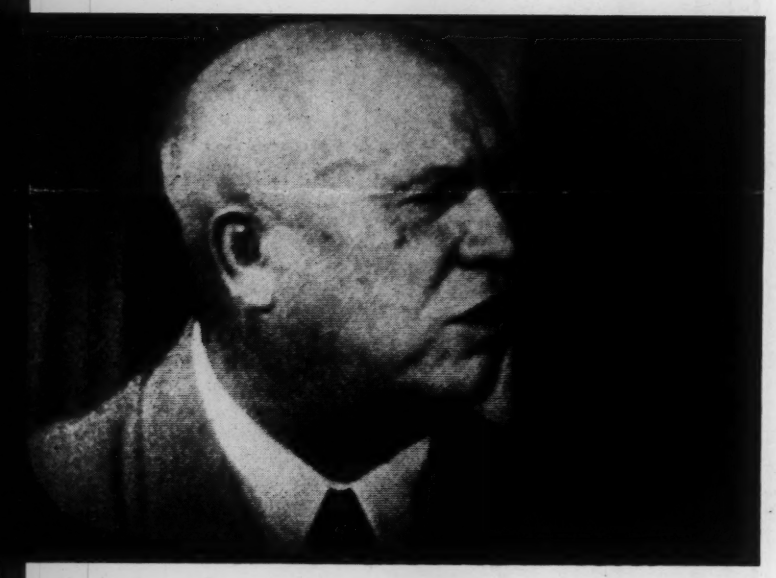
A few days later, Lubell did a number of follow-up interviews. The impact of the program was still noticeable. Of this second round of interviews, Lubell said:

"The responses we got indicate that even six to nine days after the show, people still remembered it and the program's effect on their thinking persisted . . . the people who saw the CBS show . . . have a higher estimate of the danger we face than do the people who did not see the CBS show."

Impressive power of medium clearly demonstrated

We do not know precisely the extent to which American public opinion was affected by the broadcast. However, every sign points to the conclusion that the program *had* an effect. And this was the important thing—here was demonstrated clearly the impressive power of television to influence public opinion.

From the moment of its birth, television has, of course, been responsive to the important social, political and cultural stirrings that have made our times so exciting and dramatic. What is new—and most significant of all—in the current scene, it seems to me, is the growing *conscious use of the medium as a social force.* It is in this /To page 46



R. Scientists on The Great Challenge, *CBS Sunday series. Seated (l. to r.): Doctors C. C. Clifford, Edward Teller, R. Revelle. L. The most provocative telecast of the season was the much-discussed interview with Khrushchev on CBS'* Face The Nation.

Fusing picture with fact, and illustration with idea, television can achieve a

utilization of the medium with a complete consciousness of its power that the most striking—and controversial—television achievements of the future will probably be found.

The times through which we are living confront the broadcaster with his greatest challenge: how to realize the full potential of television as an instrument of communications and live up to the responsibility that is his as trustee of the most powerful medium known to man.

This is the year of the sputniks and the explorers, the increasing public concern with our over-all position vis-a-vis the Soviet Union, the recession, the educational crisis and its special focus on science instruction, the surges of nationalism in Middle Eastern and Southeast Asian states.

TV must do more than reflect events

Television must do more than report and reflect the great events of our country and the world, though it must continue to do that to the best of its ability. As the most dynamic of the informational media, it can fuse picture and fact, illustration with idea, to achieve a new dimension of serious journalism. The medium can tackle a difficult, complex story and make it not only of high significance, but also of absorbing interest to the viewer.

The average viewer is probably totally unaware of how much greater is his understanding of the world about him because of the television viewing he has done.

He probably doesn't realize, for example, how he has come to see most of the important public figures of the world as living, breathing and gesturing individuals, with voices, mannerisms, and distinctive physical characteristics and personalities. But it has been through such programs as *Meet the Press* and the *Wisdom* series on NBC, *Face the Nation* and *See It Now*, on CBS, and ABC's *Open Hearing* that he has become acquainted with Nehru, Tito, Adenauer, David Ben Gurion, Nasser, Bourguiba, Pierre Mendes-France and scores of American cabinet members, senators, congressmen and other public leaders.

Similarly, the average viewer's knowledge of hitherto remote places has grown impressively. The Algerian-Tunisian border has been such an area. To those persons who saw "Algeria Aflame" last fall the border became a real geographical location, with soldiers and rebel fighters and low-flying military aircraft, and with plain citizens trying to make a living in the midst of the skirmishing between the two opposing sides.

At the same time, *Wide Wide World* has made scores of American communities real to millions of Americans through its live camera tours of American places, big and small, important and not so important. *Project 20, Victory At Sea, Air Power,* and *The Twentieth Century* have covered the recent years of world history intensively, and *You Are There* has recreated history as far back as the death of Socrates. A broadening of cultural interests has come from the NBC Opera Company series, the New York Philarmonic Children's Concert series, *Omnibus,* and *The Seven Lively Arts.*

Khrushchev interview planned for two years

During the last year, informational programming leaped the Iron Curtain. In this category, the most memorable single event was the exclusive television broadcast of Nikita S. Khrushchev as he faced three American correspondents on *Face The Nation.* The interview with Khrushchev did not happen overnight. For more than two years, representatives of CBS News had patiently but persistently been seeking permission to interview the Soviet leader on film. The hour-long interview finally obtained, and filmed in the Kremlin, made news on front pages around the world. Americans had their first chance to see, hear and judge the Soviet leader

Pablo Picasso, famed 77-year-old Spanish painter and sculptor, opened NBC's current Wisdom *series in September, in color. The series features filmed conversations with outstanding personalities of our time.*

Future generations will be able to watch and hear a former American president reminisce about his life through the memorable film of Harry Truman made by Edward R. Murrow and shown in February on See It Now, *CBS.*

How TV brings the nation into direct, immediate contact with prominent figures in the news, was seen when ABC brought Gov. Faubus to face cameras and questions on Open Hearing *at the peak of the crisis in Little Rock.*

as he answered or parried questions in an unrehearsed and uncensored discussion. Many evidences of impact for this program could be cited. One, of course, would be the number of newspaper editorials which followed the interview. In one of these *The New York Times* observed: "Mr. Krushchev's appearance on our television and radio was a historic and salutary event . . . in our best tradition . . ."

These programs are not in network schedules just for the sake of the record or to mollify the FCC. They are there because increasing numbers of listeners and viewers want them there. They are there because they have impact, or effectiveness, in a great many different ways. And, significantly, they are there because more and more advertisers want them there.

Many worthwhile projects on local level, too

Nor is all worthwhile programming in the network domain. On the local level round the country, there can be found many outstanding examples of station efforts in the realm of informational programming. These range from provocative local versions of *Meet The Press,* featuring nationally prominent personalities to ambitious film documentaries on important social questions.

At the beginning of 1958, CBS took an important first step into the new era of TV's self-awareness. The full resources of the network were mobilized to inform the American public and, more important, *to influence its attitude* on the most vital of all questions facing our country. The 90-minute program was called "Where We Stand." It may be worth examining as a case history. To me it represented a promise of television's commitment to serve the urgent needs of the American people to know and to understand the world we live in.

Shortly after the first Russian sputnik went into orbit last October and while its beep-beep-signals were still the dominant sound on the American scene, the CBS Editorial Board made a major decision. It decided that the entire CBS News organization should be mobilized behind a project which would seek to make a definitive analysis of the comparative strengths of the United States and the U.S.S.R. It decided that the problem should be attacked head-on; that the emphasis should be placed on obtaining all the available facts and on presenting them to the American people as carefully, as accurately, and as completely as possible; that the story should be told as interestingly as it could be for a mass audience but that there should be no compromise with the devices of showmanship and that those devices should in no degree get in the way of the main story.

Members of the Editorial Board are William S. Paley, Chairman of the Board, CBS, Inc.; Dr. Frank Stanton, President, CBS, Inc.; Louis G. Cowan, President, CBS Television Network; Arthur Hull Hayes, President, CBS Radio; Merle S. Jones, President, CBS Television Stations Division; Richard S. Salant, Vice President, CBS, Inc.; and the author.

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1. *Through TV, the American public accompanied one of its outstanding unofficial ambassadors, Miss Marian Anderson, during her trip to India.* See It Now *recorded her highly successful goodwill tour of that country on behalf of the State Department.* 2. *Across the world in Moscow, Bob Hope opened new prospects for cultural exchange between countries, as he filmed the sights and sounds and dances of the USSR. His NBC telecast was a pioneering effort and one of the highlights of the season.* 3. *TV is also keeping the United States abreast of military and political affairs in Europe through such programs as ABC's* College Press Conference; *above, General Lauris Norstad, Supreme Allied Commander in Europe, who was interviewed on the program at NATO headquarters.* 4. *Here at home, education has received increasing TV attention, as in CBS's "The Class of '58" on* The Twentieth Century. 5. *A major event in the cultural life of Europe was the re-opening of the Vienna State Opera after years of darkness. The opening was filmed by the late Henry Salomon, who gave Americans a 90-minute front row seat on "Call to Freedom" on NBC.* 6. *Perhaps no more striking example of TV's power could be found than the effect of a brief announcement by Dave Garroway early one morning on* Today. *He offered viewers copies of the Rockefeller report on America's national defenses. There were over 215,000 requests.*

"This power is ours to employ only to the extent that we use it responsibly"

Walter Cronkite and Howard K. Smith of CBS News were the principal narrators, along with Alexander Kendrick, also of CBS News.

When the CBS Editorial Board decided that such a program should be done, it decided also that the program should close with a short editorial, the first since the Editorial Board was created in 1954 to set general editorial policy for news and public affairs programs on CBS radio and CBS television.

Mr. Smith voiced the editorial on behalf of CBS News. It dealt calmly, but directly, with the attitudes and greater responsibilities we as a nation must assume if we are to meet the over-all challenge we face. Evidence that the editorial made a considerable impression on the public mind can be found in the requests for copies from various individuals, in the requests for permission to reprint from various publications, and in the correspondence regarding portions of the program including that dealing with secondary education in the United States.

Research operation world-wide

Virtually the entire CBS News organization was brought into the project. A production staff of twelve persons went to work at once in New York. Among these twelve were a science expert, a Russian expert, a producer, a writer-editor, a director, a graphic artist, and a researcher. Simultaneously, assignments went out to CBS News correspondents in London, Paris, Bonn, Vienna, Rome, Moscow and Tokyo, to seek out every possible source of information concerning the Soviet Union, its military and economic capacities, its educational system, its civil defense and its progress in rockets and missiles. At the same time, CBS News correspondents in Washington, New York and Los Angeles were given the same assignments with respect to the capacities of the United States.

The results of these efforts, a little less than two months later, was the 90-minute program "Where We Stand," broadcast on the CBS Television Network on Sunday, January 5, 1958, from 5:30-7:00 p.m. EST., to an audience estimated by Nielsen at between 15,000,000 and 20,000,000 persons.

The program was a success. There was no doubt at all of that. It was a success in terms of the size of the audience, in terms of the critical reaction, and also in terms of the reaction among public officials, and of the program's influence on the public.

Political analyst Samuel Lubell, in reporting on the public concern aroused by the program, said some respondents indicated a willingness to pay higher taxes to speed up the defense effort. Others expressed "shock" or "alarm" at the state of America's defenses. Most of those who had seen the show were in favor of taking action to speed up our defenses, speed up our education processes, and move forward boldly in the missiles field. They also expressed a greater inclination to think that action was necessary.

Survey demonstrates power of medium

Even if the full impact of "Where We Stand" were not as strong as Lubell's limited survey suggests, it is enough to demonstrate the power of the medium. It should serve, too, to remind us that this power is ours to employ only to the extent that we employ it responsibly, living up to every canon of editorial integrity and objectivity.

A direct result of the acclaim accorded "Where We Stand" was the launching of a follow-up series, "The Great Challenge"—the symposium in which six or seven leading authorities sit together to discuss, rather than debate, the challenge we all face in such fields as education, science, economics, foreign relations, and human relations. The evidences of effectiveness are many; the reprinting in a metropolitan newspaper of the entire transcript of the hour-long discussion on science; editorials in newspapers across the country; the thoroughgoing cooperation given the series by national education and science associations and other national organizations; the request for 500 transcripts of one program for the use of a single state-wide school project.

Such results extend the effectiveness of a program far beyond the numbers actually viewing. Here too, however, much progress has been made. It was thought at one time that the informational program and a large audience were incompatible. Our own experience, and that of the other networks, has shown that this is by no means the case. An example is *Air Power*. More than four years in the making, this series of twenty-six half-hour programs is now an historic document-on-film covering the development of air power as a new national instrument and our basic philosophy toward its use. Sixteen of the programs are soon to be repeated on the CBS Television Network.

85.6 per cent of TV homes saw 'Air Power'

During its original twenty-six week run, *Air Power* was seen at some time by 85.6 per cent of all U.S. television homes, as estimated by Nielsen. Among families which had television sets at the start of the series (November 11, 1956) and who saw at least one program, more than 50 per cent saw ten or more. The audience stayed at a high and unusually steady level. On a share-of-audience basis, the series ranged from a low of 34.7 to a high of 42.8, with an average of 38.4. And, incidentally, the airplane proved more interesting to more people than the horse (even a Western), with *Air Power* leading its principal network opposition, *The Roy Rogers Show*.

All twenty-six of these programs were sponsored by the Prudential Insurance Company of America, and likewise the re-runs on CBS Television will be. This was not Prudential's first introduction to the sponsorship of informational programming, however. *You Are There* had preceded it. But it was nonetheless a most significant sponsorship, because *Air Power* dealt with a vital national problem area and did so on consecutive weeks over a substantial period of time. And in Prudential's more recent series, *The Twentieth Century*, problem areas and issues have also been dealt with; "Brainwashing"; "The Face of Crime"; "Enter With Caution: The Atomic Age"; and "Class of '58."

Report given on education problems

"Class of '58" was an hour-long report on the problems facing secondary schools, presented through a close-up documentary view of officials, teachers, and students at Warren Harding High School, Bridgeport, Conn.

On a later *The Twentieth Century* program, titled "Ceiling Unlimited," and dealing with earth satellites and space travel, at least twenty-three top governmental, industrial, educational

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TV'S GREATEST CHALLENGE *From page 82*

or other organizations gave their full cooperation to make possible the authentic, up-to-the-minute and comprehensive full-hour report that was presented.

Programs benefit from sponsorship

Perhaps as important as anything else, has been the awakening realization among advertisers of the public relations and merchandising possibilities of the informational program with stature. With the added increment of sponsorship, a program is benefited not only by the sponsor's financial support but by his own advertising and promotional efforts as well; and the whole informational programming effort of the network is likewise benefited by the sponsor's support of the thesis that such programs can be effective vehicles for advertisers.

If we were to use as examples of effective informational programming only those that are or have been sponsored, we would have a goodly number. We would of course have *Wide Wide World*, with General Motors sponsorship; *Meet The Press*, with such sponsors as Revere Copper & Brass and Pan American World Airways; *Hemo The Magnificent* and *Our Mr. Sun*, with American Telephone & Telegraph; *Omnibus*, with its list of "subscribers." And we would of course include the national political conventions, campaigns and elections, with Westinghouse, Admiral, Philco and other sponsors.

See It Now belongs in the same list for many timely and effective presentations, with International Telephone & Telegraph Corporation the sponsor of one of the most memorable programs: "The Lady From Philadelphia: Through Asia with Marian Anderson." *Project 20* likewise belongs among the sponsored. So, too, do many straight news programs; of these, *Douglas Edwards With The News* now has the distinction of being the largest single vehicle of news communication in the world (with a weekly audience of some 38,000,000 persons.)

New series on frontiers of science

Among new programs, the national concern with the state of science today, and the frontiers it is attacking, has led to a special series titled *Conquest* which reports man's accomplishment in this field. Monsanto Chemical Co. is the sponsor of this series which is presented in cooperation with the National Academy of Sciences and the American Association for the Advancement of Science.

The impact of many of the programs mentioned is not limited just to a one-time television presentation. In many cases the show goes on and on, through extensive arrangements to make possible the borrowing of film prints from lending organizations which charge a small fee or, in some cases, direct from the companies which have sponsored the program.

Libraries have many films available

The Text-Film Division of The McGraw-Hill Book Co., has available an extensive library of such presentations including numerous titles from *See It Now, You Are There, The Search, Air Power*, and one from *Adventure*. In the same way, Modern Talking Pictures Services, Inc. offers the first two programs in the *Conquest* series. Among the sponsor companies making such programs available are Prudential, for its *The Twentieth* series; American Telephone & Telegraph Co., for its special science programs; and Armstrong Cork Co. Inc., for special informational productions on *Armstrong Circle Theatre;* Ralston-Purina, for *Bold Journey*.

It has taken time to arrive at the kind of informational schedules on network television you can find today. There are probably two reasons for this. One is that the television networks had to establish first of all a sound economic base before they could pour the necessary sums into costly programs which then had limited hope of even partial return. Secondly, there were not enough trained producers, directors and writers able to bring the high degree of talent to serious information that others could bring to entertainment. In other words, producing *Wide Wide World* or *See It Now* demands special talents not required by a variety show or a situation comedy. These programs demand special background knowledge, special skills in developing information, and a real understanding of how to present material which may be unfamiliar and even formidable to most people. These producing skills and insights are now, happily, more nearly in adequate supply, although there will always be room for real creative talent. END

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Michelson

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Mickelson cc: Fred Friendly

from: Mr. Murrow April 8, 1958

It has now been definitely agreed we film the interview with Macmillan in London the evening of Monday, May 12th.

It is obviously impossible to recommend how long it should run until we see what we get, but I have the feeling that it should be scheduled with the least possible time lag, perhaps within four or five days of the shooting.

fc E.R.M.

Mickelson, Sec

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MESSRS. MURROW, LeSUEUR

cc: Messrs. Hayes, Seward, Jefferson

from: Mr. Mickelson

11:00 Friday

June 18, 1957

Sometime in late summer, CBS Radio will be saluted by the BBC on the occasion of the thirtieth anniversary of the CBS Radio Network. In connection with a half-hour program which is being prepared by BBC, I have been asked whether it might be possible to set up a two-way transatlantic interview involving Rooney Pelltier, of the BBC, and Ed Murrow and Larry LeSueur.

Barrie Thorne, of the BBC office in New York, assures me that Pelltier will be available at the convenience of Murrow and LeSueur. Will you indicate:

1) Whether you will be available for such a discussion, of approximately ten-minutes duration — yes.

and

2) What might be a convenient time.

It should be done within the next couple of weeks. Must be done this week! I am going fishing!

LM

COLUMBIA BROADCASTING SYSTEM

Office Communication

To: MESSRS. MURROW, LESHUR cc: Messrs. Hayes, Seward, Jefferson

From: Mr. Mickelson

June 18, 1937

Sometime in late summer, CBS Radio will be saluted by the NBC on the occasion of the thirtieth anniversary of the CBS Radio Network. In connection with a half-hour program which is being prepared by NBC, I have been asked whether it might be possible to set up a two-way transatlantic interview involving Rooney Pelletier, of the NBC, and Ed Murrow and Harry Lesheur.

Harris Thorne, of the NBC office in New York, assures me that Pelletier will be available at the convenience of Murrow and Lesheur. Will you indicate:

1) Whether you will be available for such a discussion, of approximately ten-minutes duration

and

2) What might be a convenient time.

It should be done within the next couple of weeks.

Dm

Ryan - Let me know when this is going.

Mickelson, Sig

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Mr. Mickelson

January 25, 1957

I have thoroughly investigated the charges concerning possible biases in the "Air Power" series made in your memorandum of January 16 and, as a result of this investigation, believe the criticisms to be wholly unwarranted. The reasons are as follows:

1) I would judge that your reference to the Schweinfurt raid is to the raid of August 17, 1943. The raid described in the AIR POWER program of January 13 was that of October 14, 1943. This identification was clearly set out at the opening of the show.

2) The program was very completely researched, including a week spent at the Air University Historical Section at Maxwell Field, Alabama. The "Strategic Bombing Survey" which you quote, says of the October 14, 1943 raid: "Damage was heavy. Best results were obtained from the twenty-four HE and seven IH bombs which hit VKF works 11 .... etc." Note, in addition, that the publication entitled "The Army Air Forces in World War II" points out that "395 tons of high explosives and 88 tons of incendiaries fell into the target area. There were 88 direct hits on the factory buildings."

3) Skee Wolff, who produces the series, was very careful not to specify in the program that the target was destroyed, since there were actually sixteen raids against Schweinfurt during the war, and at no time was the target totally eradicated.

As to your suggestion that we are distorting history in order to gratify the "fly boys" in the Pentagon, I would call attention to a statement made by General Scott who was at one time Director of the Office of Information Services, USAF: "If the Russians were to do a show on the United States Air Force, they couldn't subvert it any better than you have done with these two programs [Schweinfurt and Ploesti]." I might also add that Wolff demanded that Colonel Wilson, the Air Force liaison, be permanently removed from the premises when he insisted that the tone of the programs be compromised more in favor of the Air Force.

In short, it is my opinion that the AIR POWER staff has been completely honest and has not knowingly distorted history.

I'd be glad to discuss this matter further and to produce further evidence, if you wish.

bm

Columbia Broadcasting System, Inc. Michelson F. 50

OFFICE COMMUNICATION

To

From Mr. Michelson

Station Mr. Murrow

January 16, 1957

I saw the last installment of AIR POWER on Schweinfurt. That was a mission I didn't fly although I was scheduled to, but I do know what happened. Any casual researcher should also have known what happened. The impression created by the program was that the mission was accomplished. It was not. Why didn't somebody look at the "Strategic Bomb Survey" which is a published document and has the facts.

How far must we go in distorting history in order to gratify the "fly boys" in the Pentagon, and create the impression that every bombardment always accomplished the task assigned to it.

E.R.M.

rh

Sevareid Eric

COLUMBIA BROADCASTING SYSTEM

Mickelson S

Office Communication

copy

to: Mr. Sig Mickelson

from: Eric Sevareid

October 19, 1956

This is a brief, preliminary reply to your request for my reactions to our convention coverage. I'm sending you this short note for whatever use it may be, because you had other public affairs jobs in mind as well as the conventions, and I am thinking about election night at the moment.

Right now I think I'd have just this one thing to say but I think it is fundamental, both as to what happened in Chicago and what may happen election night:

Do all you can in advance to get the whole staff, executives and producers and directors as well as broadcasters and reporters, relaxed. I think the core of our trouble in July was tension. I had never before seen CBS News people cover anything big with such a general sense of uncertainty and nervousness. I suspect more of this was communicated down, from the executive level, than was communicated up. We used to do these jobs with relaxation, fun and buoyancy; there was never much rat-race atmosphere.

As for my own personal experience on TV in the conventions, the business of having to time for simulcasts with radio was almost ruinous to the kind of leisurely, thinking out loud job I was supposed to try to do.

Personally, I look forward to election night with considerable uncertainty and not much enthusiasm. I observe by Mr. Day's table of organization for that night that the TV focus on the interpretation level will be Murrow, Roper and Lubbell. Sevareid, the CBS Washington correspondent, is allotted one half the assistance of the aforementioned and is told to concentrate on radio, not TV.

My job throughout the four years is to cover political affairs. When the great political event arrives at the end of ~~our~~ four years, my company tells me, in effect, sorry but we are bringing in outsiders for the big show. I will do my best, under the circumstances as I always do, but I offer this example to you, very frankly, as the kind of reason that the morale of the CBS news staff as a whole has badly deteriorated from what it used to be.

Mickelson, Sig

CBS TELEVISION

Office Communication

to: Mr. Mickelson

from: Mr. Murrow

October 2, 1956

If these convention comments appear to be primarily negative, it is because no useful purpose is served by intra-mural applause.

1. I think probably we were over-staffed -- had more people than we really needed, and too many with vague or indefinite assignments.

2. In the future we should be so organized that official statements of policy can be moved rapidly within a matter of minutes if necessary. The delay in answering Butler's diatribe was deplorable.

3. The divorcement between radio and television should be more complete than it was in Chicago or San Francisco. To be specific, in my own area of experience there was no reason for Sevareid and myself to be sitting about for ten or twelve hours wearing off makeup when one or the other of us might have been lending Trout a hand on radio.

4. The decision to try to match NBC electronically on the President's arrival in San Francisco was a mistake. We should not be interviewing doormen and bell hops and engaging in rather nervous camera work while the whole Cabinet is parading to the rostrum in Convention Hall.

5. I am, I think, fully aware of the schedule problems, but we should not present what purports to be an analysis of the day's doings by two reporters for two-and-a-half minutes and then utilize anywhere from four to ten minutes carrying resolutions, thanking the local fire department, the people who provided the organ, etc., etc. In future it might be more advisable to have one man instead of two to do the summary, in which case obviously Sevareid is better equipped to do it than this reporter.

6. If the summary or analysis is supposed to be a reflective or informative piece then give whoever is doing it reasonable and comfortable working facilities rather than having two reporters in uncomfortable chairs, crouched over a single microphone appearing as though they were intent upon watching a cock fight where neither cock would fight.

7. A single person -- in this case either you or Day -- should make the editorial decisions. I had the impression that this time these decisions were being made by a committee.

It would be my hope that by another four years there will have occurred sufficient technical developments so that we will not again be obliged to do gavel-to-gavel coverage. The first two days of both conventions could have been compressed into a couple of half-hour reports without missing the guts of a single story. Also, I had the feeling that during the conventions we were inclined to neglect news occurring in the rest of the world, although this was somewhat rectified during the later days in San Francisco. As was the case in 1952, I felt that some of the cut-away shots during principal speeches came dangerously close to visual editorializing. Why not stay on the speaker and let him bore them all by himself except for general shots to show general audience reaction.

I also had the feeling that we were inclined to greet the dawn each new session as if it were going to come up like thunder, when we all knew that nothing of the kind was going to happen.

E.R.M.

rh

COLUMBIA BROADCASTING SYSTE

Office Communication

to: Messrs. Cronkite, Murrow, Sevareid, Trout

from: Mr Mickelson

September 24, 1956

As soon as you have a free moment, I'd appreciate a frank appraisal of our convention efforts in Chicago and San Francisco.

I'd like to put such an appraisal into the files for guidance for those who prepare for convention coverage in 1960 and, prior to that time, I think it could be put to good use in preparing for other special events of somewhat less magnitude.

I am interested in your reaction to physical facilities, communications, editorial judgment, and, of course, the broad question of the entire approach to coverage of events of this type.

In general, I'd like any comments you have on any phase of the operation.

Sm

Michelson, Sig

CBS RADIO

Office Communication

to: Mr. Mickelson cc: Mr. Friendly

from: Mr. Murrow

April 8, 1952

I can't answer the questions raised in your memo of April 2 because (1) I don't know whether the 7:45 radio show will still be on and (2) I don't know whether SEE IT NOW will still be on. We will be glad to advise you when a decision is reached on these two matters.

Informatively, the ALCOA people have advised me orally, but emphatically, that they will be right unhappy if I do any television under the sponsorship of Westinghouse. I don't know what the contractual position is in regard to this matter.

E.R.M.

DM

CBS TELEVISION

Office Communication

to: Mr. Murrow cc: Mr. Friendly

from: Mr. Mickelson

April 2, 1952

There are three persons now working on the combined Edward R. Murrow and SEE IT NOW staffs I would like to have access to for the political conventions this summer. My understanding is that Ed Scott and Joe Wershba will have no specific assignments after the conclusion of the SEE IT NOW series, and unless I hear to the contrary, I shall plan to use them as reporters at both conventions.

In addition, I wish you would consider letting me have Jesse Zousmer on at least a part-time basis to sit on the television news desk or to act as liaison between radio and television, should that be more expedient.

Does this fit in with your plans?

Sm

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

OFFICE OF THE
CHAIRMAN OF THE BOARD
WILLIAM S. PALEY

March 31, 1965

Dear Mrs. Murrow:

Mr. Paley called the office today and I gave him your message. He asked me to tell you that he is most anxious to receive any word of Mr. Murrow that you can send him. Mr. Paley also said that the facilities of his office are available to you at any time if we can be of service. Please don't hesitate to call.

Sincerely yours,

Ann Carroll

Secretary

Mrs. Edward R. Murrow
1 West 72 Street
New York, New York

Wm. Paley

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

cc: Mr. Mickelson
Mr. Friendly

from: Mr. Paley

September 28, 1960

Here is what happened on the Dewey-Stevenson debate matter. We were told that Stevenson had turned the program down and that it was very unlikely that he would change his mind. The network was told either that it would have to fill the time first set aside for the Dewey-Stevenson debate or that there was a good likelihood that it would have to.

The message you received must have been the result of a conversation I had with Sig Mickelson after the above had come to my attention. I told him that I did not want the matter pressed now that it had been resolved by Stevenson. My reason for not wanting to press it was because I was becoming concerned about the amount of political broadcasting that would be on the air on November 7. The political parties, as you know, have scheduled a lot of time on the networks for last minute statements by the candidates. In addition, it occurred to me that, because the debate between Dewey and Stevenson would be so close to voting time, neither of the candidates would have the opportunity, if he found it necessary, to comment on what had been said by the debaters or to straighten out the record.

It never occurred to me that anybody at CBS could be embarrassed by this matter. Stevenson's refusal, it seemed to me, would give you or anyone else who was making the arrangements a graceful out as far as Dewey was concerned. Further, I don't know why Stevenson had to be informed that the debate was off or why he should have presented any reason for embarrassment. After all, there was a clear record of his refusal.

I will call you within the next few days so that we can arrange a luncheon. We can discuss this matter further at that time.

ac

Wm. Paley

CBS NEWS

Office Communication

to: Mr. William S. Paley

from: Edward R. Murrow

cc: Messrs. Sig Mickelson & Fred Friendly

4-C-B

September 22, 1960

I have abandoned, as instructed, further efforts to arrange the Dewey-Stevenson Debate, and have informed both gentlemen that it is off. As you know Dewey, after considerable persuasion had agreed enthusiastically. Stevenson's refusal was tentative and, I might add, typical, and it is my opinion that he could have been persuaded.

I do not know what considerations were involved in the decision to abandon this program. It was initiated through proper channels.

My concern stems not so much from the fact that we have lost what might have been an outstanding contribution to our audience, nor my personal embarrassment for two good friends, but rather from the fact that something seems seriously wrong with communications between those who are making the decisions in our shop and those who are expected to execute the decisions.

E. R. M.

Paley.

KILUNA FARM
MANHASSET, NEW YORK

June 4, 1959

Dear Ed:

He's still too groggy to write you, but wants me to send his thanks for your kind and thoughtful note.

The first three days are rough as you know, but he's doing marvelously well, and I suppose it will be only too soon before I'll be having a rough time keeping him down.

With love from us both,

Babe

Paley, Bill

CBS NEWS

Office Communication

to: Mr. Paley

from: Mr. Murrow

April 3, 1959

Here is a copy of the Rickover speech I mentioned at luncheon today.

Will send you the confidential Adenauer transcript as soon as available, probably early next week.

att.
hl

Paley ~~cc~~ Wm.

CBS NEWS

Office Communication

f

to: Mr. Paley

from: Mr. Murrow

March 20, 1959

Thanks for your note. I am leaving for London tomorrow night and will still be abroad on Tuesday, March 31st. I am due back early Friday morning, April 3rd, and shall be delighted to lunch with you.

My plane is scheduled to arrive about 8:30 a.m., and I hope it will not be delayed. My office will be in touch with the Airline, and will let you know if there is any hitch.

mcc

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Mr. Paley

March 20, 1959

I am leaving town tomorrow for a week and would like to lunch with you after my return. How about Tuesday, March 31, at 1:00 PM?

There is a slight chance that I might be delayed in getting back and so would you also save Friday, April 3. If it is Friday, I would like to lunch at 12:30 PM because I have to be downtown at 2:30 PM. My office will know beforehand. Will you let Miss Young know if this is convenient for you.

W.S.P.

my

Paley Wm S

MR. EDWARD R. MURROW
485/17

from:

COLUMBIA BROADCASTING SYSTEM, INC.
485 Madison Avenue, New York 22, N.Y.
Plaza 1-2345

February 13, 1959

FOR RELEASE: Monday A.M., February 16.

William S. Paley, Chairman of the Board of the Columbia Broadcasting System, today announced grants of $10,000 each to Columbia University, Harvard University, Stanford University, the University of Chicago, and the University of Pennsylvania. These grants are in addition to the already established program of aid to higher education through CBS Foundation.

"These grants constitute a new approach to solving the financial needs of postgraduate educational institutions," said Mr. Paley. "Heretofore CBS, as a member of various communities, has met its obligations to institutions located in areas in which its stations and plants are located and to institutions which have supplied it with key personnel. However, it feels that there are certain bellwether institutions which are the 'mothers' or pace setters of higher education, which set our educational standards and which in large part supply our leading educators and researchers. CBS feels that industry, and private foundations and philanthropists, all have a duty to support those institutions regardless of their location or their direct contribution to the welfare of the contributor as a member of the community in which the institutions are located.

"In this era in which knowledge is expanding at an explosive rate, this nation can only keep pace with others if our great universities are able to maintain that pace. To do so requires new and continuous investments in personnel and in scientific and in other spe-

cialized equipment. It is our leading universities which provide the manpower with the basic and applied research experience. Business, industry, and government draw heavily on that stockpile. We must all make certain that the stockpile is not permitted to run down but rather that it is increased at the rapid rate which is currently required.

"We feel that the support of these great national institutions of learning is peculiarly the responsibility of the nation's great corporations whose activities span the entire country and whose demands are limitless geographically and in scope. If industry expects the privately supported universities to continue the leadership which they have heretofore exercised in meeting the needs for teachers and research specialists, support must be supplied from a wider base and in a greater volume than has heretofore been the case. As a recognition of those needs and obligations, CBS has instituted its new program."

Mr. Paley stated that the new program is limited to privately supported universities inasmuch as, unlike State Universities, they have only private individuals, corporations, and foundations to look to for their principal financial support. While formal action for a fixed period of years has not been taken, CBS intends to continue its program at a rate of $50,000 a year over a 5-year period. Beneficiaries of future grants will be selected from the membership of the Association of American Universities.

* * *

COLUMBIA BROADCASTING SYSTEM

Office Communication

to Mr. Paley

from Mr. Murrow

January 19, 1958

Thanks for the kind words about the Marian Anderson show. You may care to know that we have never done a program in this shop that produced as much editorial comment, including newspapers in the South.

Fred and I have spent some time discussing "The Debate" and "What's New?" and would value the opportunity to chat with you at your convenience about both programs before we proceed.

Informatively, we go with the first Truman show on February 2 - as you suggested - the title will be "From Precinct to President" and the subtitle will be "Some Reflections by Harry S. Truman." We shall make it clear in advance notices and on the air that these were in fact reflections and in no sense a commentary on current events.

fc

E.R.M.

COLUMBIA BROADCASTING SYSTEM

Office Communication

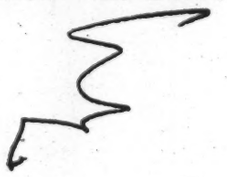
to: MR. MURROW

from: Mr. Paley

January 2, 1958

I tried to get you after the Marian Anderson show to tell you how much I liked it. It was a masterful job, touching and effective to a high degree.

I am attaching two telegrams I received about the show. I concur in the thoughts they express.



Paley

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Mr. Paley

November 25, 1957

I meant to discuss with you at lunch today your memorandum of November 19 suggesting a format that might be used at a luncheon this year for the News staff. I am afraid I will be unable to hold such a luncheon. I am eager to take a trip with Barbara and the children during the Christmas holidays. Unfortunately, my only possible dates conflict with the dates during which the News men from abroad will be here.

Sir Paley

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Paley

from: Mr. Murrow

November 19, 1957

I have scrutinized the turgid screed attached to Mr. Arthur Gray's letter to you. It would be easy enough to analyze his analysis in detail. For example: he complains on Page 5 that "LIFE, as everyone in the industry knows, spent thousands of dollars on a survey and determined that LIFE actually pays a profit to the Post Office." On Page 9 I say "LIFE claims that far from receiving a subsidy of $9,000,000, they actually make money for the Post Office." Also on Page 9 he says, "Mr. Murrow is quoting from Post Office propaganda." Called propaganda or not, I preface my statistics by saying "According to the Post Office." We could also point out that the gentlemen of the Post Office could shoot as many holes in Al Cole's remarks as the magazine publishers have shot at Summerfield, but all of this seems to me to be beside the point.

I would be inclined merely to tell Mr. Gray that our decision to rebroadcast the program was based upon the fact that the first presentation was pretty well blanketed by the World Series -- that before choosing Mr. Cole as a spokesman for the magazines we studied testimony before Congressional Committees and consulted with a number of magazine publishers. And that in dealing with a matter such as this, ~~can~~ facts, figures and philosophies are all in contention, and we have no alternative but to present the view and conclusions of responsible spokesmen of the magazine industry, the Post Office, members of Congress and leave it to the viewer to decide who is right. We are obliged to identify our sources to give adequate opportunity for the presentation of contrasting or conflicting points of view and in this case that is what we did.

fc

E.R.M.

Yours to Paley

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Paley cc: Dr. Stanton

from: Mr. Murrow November 19, 1957

I venture a suggestion. If you plan a luncheon this year for the news staff with the boys who are home from abroad, you might consider changing the format a little.

In the past, each man discoursed on his own area and uttered information that was already pretty well known to his colleagues. Why not this year turn it into a sort of a family round-table to discuss plans and objectives for CBS News. This would not be, in any sense, a "season of belly-aching." So far as I can tell, there is no griping amongst the boys on either personnel or policy, but there is a widely shared concern about what we are doing and what we may be called upon to do. I suggest that such a session might be informative for you and Frank and quite useful so far as the correspondents are concerned.

This is strictly my own idea and therefore probably without merit.

fe E.R.M.

Paley

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Mr. Paley

March 7, 1957

Thanks very much for sending me the Alanbrooke Diary. I have heard others speak about it since you brought it to my attention and I am most eager to read it.

Columbia Broadcasting System, Inc.

Paley

F. 502

OFFICE COMMUNICATION

To

From Mr. Paley

Station Mr. Murrow

March 7, 1957

Here is the Alanbrooke Diary that I mentioned to you. I doubt that the whole thing would interest you, but the index might lead you to a few interesting passages.

E.R.M.

rh

Columbia Broadcasting System, Inc.

Paley, Wm

E. 502

OFFICE COMMUNICATION

To

From Mr. Paley

Station Mr. Murrow

February 15, 1957

Regarding the attached. We receive an average of about fifteen invitations a week to make speeches or lectures, and generally reply by saying that I am faced with a choice of doing the best job I can with a fairly heavy radio and television schedule or make speeches, and the result is I have decided not to make any speeches.

I would have telephoned as requested in your note, but I have been in Florida all week shooting with Mr. Truman. Leave for London tomorrow, back on Thursday, shooting a SEE IT NOW piece under the working title of "England After Suez."

E.R.M.

rh

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

OFFICE OF THE
CHAIRMAN OF THE BOARD
WILLIAM S. PALEY

February 11, 1957

Dear Ed:

Attached is a copy of a letter which came to my office during my absence from Neison Harris, President of The Toni Company. Would you give me advice on how to reply.

Just got back from two wonderful weeks in Jamaica and I've got the tan to prove it. I'm all tied up this week, but how about lunch next week. Call me.

Best regards,

Bill

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York, New York

Paley, Wm S.

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

WILLIAM S. PALEY
Chairman of the Board

PERSONAL

October 3, 1956

Dear Ed:

It was with the deepest regret imaginable that I received your letter of resignation from the CBS Board. There is no question in my mind that your presence on our Board would in no way influence our judgment or decision in negotiating with you for a new and long-term employment contract with CBS. However, as you point out, there is always the possibility of some contention that your presence on the Board had influenced the judgment of the company in your favor and therefore I can appreciate your desire to eliminate the basis for this contention.

I will present your resignation to members of the Board at their next meeting. I know that they will have a deep feeling of regret that you have decided to take this step. As for myself, it will be a matter of continuing disappointment that we will no longer have the benefit of your membership on our Board. However, I know that your feelings about the company and your desire to advance its interests will in no way be diminished and I am taking it for granted that I can call upon you from time to time to get the benefit of your thinking on some of the problems which come before us.

I hope that negotiations for your continued services will proceed in an orderly fashion and that in the near future we will have the pleasure of knowing that we will have the benefit of them for many years to come.

My every best wish.

Sincerely,

Bill

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York, New York

EDWARD R. MURROW

October 1, 1956

PERSONAL

Dear Bill:

As you know, I am in the process of negotiating a new and possibly long-term employment contract with CBS. It seems to me inappropriate that I should remain a member of the Board while these negotiations are in progress.

Years of association with you and the other members of the Board have convinced me that considerations of a personal nature could in no circumstances influence the judgment or decision of the Board. It will continue to make decisions in the light of what it regards as being in the best interests of the Corporation and its stockholders. However, were I to remain a member of the Board during this period there would, I believe, exist the possibility, even though limited, of some contention that my presence on the Board had influenced the nature of the negotiations.

I submit this resignation with deep personal regret, with rather prideful memories of my association with the members of the Board, and with increased respect and indeed affection for you.

I have contributed little, but I have learned much.

As ever yours,

Mr. William S. Paley
Chairman
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

rh
bc: Mr. Seward

Paley

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Mr. Paley

July 2, 1956

Unfortunately, Babe and I have made previous plans for the weekend of July 14 and so will not be able to come to the Louis Armstrong Concert at Lewisohn Stadium. Thanks for your invitation and sorry to miss it.

Paley, W. S.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW cc: Dr. Stanton
Mr. Mickelson

from: Mr. Paley

March 9, 1956

Because things are moving so fast in the Middle East, it occurred to me that, at the beginning and/or end of your program next Tuesday night, you might want to give the audience the approximate dates during which the interviews took place. Thus you would be giving the show its proper perspective in terms of time.

Paley file

COLUMBIA BROADCASTING SYSTEM, INC
485 MADISON AVENUE, NEW YORK 22, N.Y.

OFFICE OF THE
CHAIRMAN OF THE BOARD
WILLIAM S. PALEY

January 3, 1956

Dear Ed:

I thought that the YEARS OF CRISIS program, as broadcast on both radio and television last Sunday, was the best of the series so far. It would be hard for me to imagine a group of men coming from various areas of the world who could do a more intelligent or interesting job of discussing the important questions of the day or of giving background information which could be more to the point or meaningful.

I know what a lot of effort went into the preparation of this program and I would appreciate it if you would pass on to your associates my congratulations for a job well done.

Sincerely,

Bill

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

Paley, Wm

WILLIAM S. PALEY
485 MADISON AVENUE
NEW YORK 22, N.Y.

December 27, 1955

Dear Ed:

My thanks to you and your associates from "Person To Person" for your thoughtfulness in sending me a "Person To Person" ashtray. It is most attractive and I shall use it with a great deal of pleasure.

To you and your group, I send my every good wish for the New Year.

Best regards,

Bill

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

Paley

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

WILLIAM S. PALEY
Chairman of the Board

November 16, 1955

Dear Ed and Fred:

You can't imagine how flattered and pleased I am that you saw fit to name me in the dedication of "See It Now". This is the first time that I've received this kind of distinction, and I can't imagine receiving it under auspices which would give me more pleasure or pride.

I am very glad this book has been published. Although I haven't had a chance to go through it carefully, I am sure that it will stand out as a shining example of what can be done in the medium of television when integrity, courage and a lot of hard work are applied.

Best wishes,

Bill

Mr. Edward R. Murrow
Mr. Fred Friendly
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

Columbia Broadcasting System, Inc. Paley F. 502

OFFICE COMMUNICATION

To Mr. Paley

From Miss Holder (Mr. Murrow's secretary)

Station

July 7, 1955

Mr. Murrow telephoned this morning to say that he had discussed the proposed New York program with his colleagues and all are in agreement that it is utterly impossible to attempt to do the program by late September. There are also some doubts as to whether the two units could undertake such a program in addition to their present commitments, but this of course depends a little on the future of SEE IT NOW.
Mr. Murrow asked me to tell you that he will be back in New York on July 18.

Passed by Mr. Paley 12/2

Paley

CBS TELEVISION

Office Communication

to: MR. PALEY and MR. STANTON

from: Edward R. Murrow

Accept Regret
Appropriate action
Background?
FYI File JSM
Note & return
Phone WSP
Reply direct
Return to sender
Status?
Suggest reply
To discuss
Comment or recommendation
Copy to WSP
URGENT f/u

November 24, 1953

I am informed that Bill Leonard desired to invite Theodore H. White, author of the November Book-of-the-Month club choice, "Fire in the Ashes", to appear on his program "This Is New York". Mr. Leonard was told, apparently by one, Al Berry, that Mr. White could not appear on the program. This action I understand was taken subsequent to White's appearance on "Person To Person". Being unaware of Mr. Berry's status and authority in the company, I should like to inquire (1) whether he is authorized to prohibit, without stated reasons, the appearance of an author of a Book-of-the-Month selection on CBS; (2) whether I am expected in future to clear guests with Mr. Berry.

If you have not had an opportunity to read White's book, I commend it to you as one of the best on Europe in the last decade. This is an opinion that seems to be shared by a considerable number of conservative reviewers.

Ed

E.R.M.

dm

Columbia Broadcasting System, Inc.

F. 506

OFFICE COMMUNICATION

To Mr. Murrow

From Mr. Paley

Station

October 8, 1953

Ret'd by P. to P.

I tried to get you on the phone last Friday night after "Person To Person", but you were out. I thought it went very well, indeed, and that you had the makings of one of the most interesting shows on television. It obviously will improve as you get a better hang of it, but it was damned good for an opener.

I was a little troubled by the device used in giving you a bridge to your interviewees. I think I would prefer the elimination of the window-screen in your room and would bring about the connection by simply stating as you did in some of your "See It Now" interviews that you are going to have a visit through the use of television cameras "now set up and ready" in Mr. Blank's house. On the other hand, it may pay to work further on improving the present mechanism.

I think one of the things that threw me off the use of this device was the stark nature of the setting you were in, although I could see that you had a problem in trying to figure out just what would be right. On the one hand, I suppose you didn't want to be sitting in a control room the way you do on "See It Now"; on the other hand, you didn't want to have a phoney living room atmosphere created for you. Maybe one of the ways of getting over this dilemma is to have you picked up very close, as you are during "See It Now" so that the setting and background become of little importance.

As I said above, though, I think you've got a sure winner in this show and it will be creating a lot of excitement.

"See It Now" last Tuesday was excellent. The piece on India was one of the best things I've seen in a long while.

I do want to see the Nehru piece which was done on the first "See It Now" broadcast of this season. If you can send me the film, I will screen it at home.

2

2

rec'd to Paley, W S
John Menary
1309
Miss Horan (Secty)

April 7, 1953

Pennsylvania Securities Commission
Harrisburg
Pennsylvania

Re: Israel Overseas Corporation--
Application for Registration as
a dealer in securities.

Gentlemen:

I have known Mr. William S. Paley, a Director of Israel Overseas Corporation, for the past seventeen years, and to my knowledge he has an excellent reputation in the business community.

Very truly yours,

Paley

re. Eisenhower

MR. PALEY

Mr. Murrow

February 4, 1953

PERSONAL

Subject: A Gesture

Working Title: "From Abilene to Where Oh Where"

If I do say so, and shouldn't, we have in our library the best shot, most intimate and comprehensive film of President Eisenhower's campaign - from Abilene to his singing "Where Oh Where But In America" at the Inaugural Ball. This film (as you are aware) was shot for See It Now at considerable expense.

Friendly and I would like to put it all together in consecutive and coherent form with the thought that one day you might like to take it down and show it to the President and Mrs. Eisenhower. I think you would not be ashamed of the final product.

We could do this chore in about three weeks as part of the See It Now operation in order that word of this little project should not appear in the trade press. The cost would not exceed $2,000.

Commercial footnote: This job should be done anyway because it will be useable when the President is impeached, dies or is re-elected.

Are we authorized to proceed?

E.R.M.

nic

bc: F. Friendly

Paley

CBS RADIO

Office Communication

to: Mr. Paley cc: Mr. Stanton

from: Mr. Murrow

March 14, 1952

I can only assume that your friend, Joe Bryan, was referring to a piece I did regarding a change in our propaganda line to the satellite countries--copy attached. My facts were accurate, also, I did not and will not reveal the source. It surprises me not at all that Bryan does not choose to commit anything to writing. I have arranged to see Colonel Hanson on Monday.

E.R.M.

F. 559

Columbia Broadcasting System, Inc.

OFFICE COMMUNICATION

To Mr. Murrow - Cc: Mr. Stanton

From Mr. Paley

Station

March 10, 1952

I had a call yesterday afternoon from Joe Bryan, an old friend of mine, who works for CIA in Washington. He said that General Bedell Smith was quite concerned about a broadcast you made last week concerning our government's treatment of refugees coming from behind the Iron Curtain who might be of value propaganda-wise and in other ways in our battle against the Russian world.

Bryan was not too explicit about what the true facts are. He did say, however, that important activities were being continued in connection with people coming out of the Iron Curtain countries, and that your statement might be used to discredit those activities.

I told him to write me a note giving me the particulars, and that upon receipt of same I would discuss them with you. This morning my office got a call from Colonel Hansen, of CIA, saying that Mr. Bryan would not write to me but that instead he (Colonel Hansen), planned on seeing you about this matter at the earliest moment.

Paley, Wm. S.

WILLIAM S. PALEY
485 MADISON AVENUE
NEW YORK 22, N.Y.

F-no answer

February 1, 1951

Dear Ed:

Thanks for your salute as I undertake my new job. I am just starting to dig in, but already I feel the project is one of the most interesting I have ever tackled.

However, this is going to be a tough one--I am overwhelmed at the moment--but with time I am counting on being able to see the job in clear and simple terms. I am starting off with a very good organization core which gives me a lot of encouragement.

We have taken a small house in Georgetown which we will get into around the middle of the month. There will always be a bed for you, and I hope you will use it whenever you get here. In the meantime we are at the Shoreham.

Come down soon. My very best.

Bill

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, N. Y.

Pa

January 24, 1

Dear Bill:

Belated thanks for your gr
note about the "Challenge
Fifties." I too hope that
make it an annual event.

I send you my best salute
undertake the new job and
you that if there are arra
be done in the area of my
tence, you need only comm

As ever yours,

Mr. William S. Paley
485 Madison Avenue
New York 22, New York

Paley, Wm. S.

h, 1951

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COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

OFFICE OF THE
CHAIRMAN OF THE BOARD
WILLIAM S. PALEY

January 5, 1951

Dear Ed,

I have received many compliments about both the radio and TV versions of "The Challenge of the Fifties".

I, myself, thought both shows were excellent. Each of you spoke very much to the point -- what you said was interesting and to a large degree profound. I was very proud indeed of the CBS news operation on that day.

I'm sorry that some production difficulties developed on the TV show, but they were hardly noticeable on the receiving end. All of you looked damned well.

It was a great pleasure having you all together again. I enjoyed our luncheon meeting very much and will be looking forward to it as a yearly event.

With this go my best wishes for the New Year.

Sincerely,

Bill.

Mr. Edward R. Murrow
580 Park Avenue
New York, New York

Paley, Wm. S.

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

OFFICE OF THE
CHAIRMAN OF THE BOARD
WILLIAM S. PALEY

October 25, 1950

Dear Ed,

I am afraid Babe and I will have to bow out of your party the second week-end in November. I have just been so up to my ears, particularly since the color television decision came down, that I must get away for a short rest as soon as possible, and it now looks as though my best bet will be in about two weeks from now.

I hate to miss this week-end, but on the other hand, I am not going to be in a position to enjoy anything much until I get rested up a bit. The going really has been rough.

I hope you'll let us come up at some later date, and it doesn't have to be any "shooting" to attract me. Babe and I would love to see your place and enjoy a week-end with you and Janet.

There are quite a few things I want to talk over with you and will give you a call within the next few days.

Sincerely,

Bill.

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
New York, New York

To
From
Station

Columbia Broadcasting System, Inc. Paley Murrow

OFFICE COMMUNICATION

Mr. Paley

m Mr. Murrow

tion

October 3, 1950

A man named Jacob Landau who has made something of a success of the Overseas News Agency, has spent the last few months trying to set up a rather well-planned cooperative world-wide news agency. Marshall Field is interested and has called a meeting at his apartment at 8:30 p.m. on October 9.

Landau has asked if I would try to persuade you to come. In the event you are unable to do so, I shall, of course, inform you if anything of importance transpires--which I doubt.

E.R.M.

Paley, Wm. S.

January 30, 1950

Dear Bill:

I have seen to it that your gracious letter about the "Mid Century" show reached all the boys who participated in it. The mail that I have seen regarding this effort has been very high level stuff and right gratifying.

As ever yours,

Mr. William S. Paley
Kiluna Farm
Manhasset, Long Island

KILUNA FARM
MANHASSET, LONG ISLAND

Dear Ed,

I was in bed fighting some nervous bugs when I listened to the Mid-Century broadcast on Sunday and so I doubted whether I was set-up to judge fairly. However after hearing, by phone from the office to-day, of the enthusiastic comments about the program from all sides, I am satisfied that I was turned in properly and was justified in feeling so pleased.

I thought the
broadcast was one of
the most distinguished
I had ever heard. I was
particularly impressed
by some of the summaries
and analyses of the
happenings during the
first half of the century.
They were detached in
view and most penetrating.
They sounded like
pieces which might be
written fifty years
from now by top
historians and
certainly not by
guys who have
lived through most

of the period, and who have not had the benefit of any separation from it.

On the whole, the material throughout the broadcast, was profound, enlightening and interesting. I marvel that a job of such high quality could have been turned out in less than two days.

I still am bid trying to get the last of the germs out of my system so I do appreciate it, if you

would send these
words to the boys
who along with you
put the program on.
Congratulations
and best wishes to
all of you.
Bill.

Jan 3-50

Columbia Broadcasting System, Inc.

F 883C

To Mr. William S. Paley cc: Mr. Davidson Taylor

From Edward R. Murrow

Station

OFFICE COMMUNICATION

Consultation

September 29, 1948

Subject: Communism

I have been greatly impressed in the last couple of weeks with the number of officials, both military and civilian, in Washington and in Europe, who are studying the classical literature of Communism. They are doing so in an effort to assess both Russian policy and Russian motivation. They have concluded (belatedly) that there is no better way of informing themselves as to the real wellsprings from which Communist propaganda, policy and action flow.

American radio has made only sporadic and rather superficial efforts to explain what Communist doctrine is—the nature of the basic philosophy. Most of those efforts (the one by KNX about a year ago and the recent documentary by ABC) have been second-hand and synthetic and dealt with what others have said, written or thought on the subject.

I would like to suggest that we give serious consideration to a series on Communism which would be confined primarily to an examination of the works of Marx, Lenin and Stalin, supplemented by excerpts from current Russian text-books and periodicals. I am persuaded that somehow such a series could be done without producing unfavorable listener reaction, and that if done with great care based upon impeccable research, (which could be done without difficulty) would render a real public service in the field of adult education and would be recognized as such.

E.R.M.

Paley, W. S.

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.
WICKERSHAM 2-2000

OFFICE OF THE
CHAIRMAN OF THE BOARD
WILLIAM S. PALEY

September 26, 1947

Dear Ed,

I can hardly describe how pleased I was to see the beautiful September 18, 1927-1947 cigarette box on my desk when I came in this morning.

First it reminded me what an old hand I am. Then it sent my mind back to the "early days" and up through the succeeding years of our history. And then I had a feeling of immense pride. Radio has come a long way during the past twenty years. Today it performs a more influential and sought-after service than any other medium in the country, and a large part of its development in all fields — entertainment, information, and education — has been due to the energies and judgments of CBS people.

I know you will share this pride with me. I also know that all of us are prepared to accept the challenges of the future with a high sense of responsibility and a determination to enlarge and improve our many services to the public.

Many, many thanks for the box. It will be one of my prized possessions always.

Bill

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York, New York

Seward, J.

CBS RADIO

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK • PLAZA 1-2345

JAMES M. SEWARD
Executive Vice President

June 23, 1964

Dear Ed:

On or about July 25th, Radio News will leave the 17th floor at 485 and move to the Broadcast Center at the far end of 57th Street.

This would seem to be a fitting occasion to recall some of the stirring broadcasts which originated in or were transmitted through Studio 9, and Lee Hanna, the new Radio News Director, and Fred are planning a special program as outlined in the attached memorandum.

As indicated therein, everybody is very anxious that you take part, and the minimum way for you to do so would be to record some reminiscences of Studio 9 or to take part in a recorded interview with Lowell or Bob Trout. Would you please give it some thought?

Sincerely,

Jim

Mr. Edward R. Murrow
Glen Arden Farm
Pawling, New York

Attachment

CBS NEWS

Office Communication

to: MR. FRIENDLY, MR. HAYES

cc: Messrs. Seward, Mitgang, Perkins

from: Lee Hanna

June 17, 1964

RE: SPECIAL REPORT: "THE NEWS FROM STUDIO NINE"

We've been discussing a special on Studio Nine. Our plans have jelled to the point where we should be considering details such as date, time, length, anchorman, budget, publicity, etc.

Here is what we would offer:

The program would recall some of the most dramatic and important news stories of our time as reported on CBS Radio by CBS News correspondents. We plan to recapture these events by re-playing portions of historic broadcasts. To add a further dimension, we would bring on the correspondents who reported them to listen with the audience and place these events in the perspective of history.

Thus we will hear excerpts of:

-- Ed Murrow's famous "Orchestrated Hell" broadcast of the bomber raid over Germany; his first look at Buchenwald; his rooftop descriptions of the London Blitz.

-- William Shirer's description of Hitler dancing a jig at Compiegne when he accepted the French surrender.

-- H. V. Kaltenborn's marathon broadcasts of the Munich crisis.

-- Charles Collingwood's description of the invasion of Normandy.

We will also hear tape excerpts covering historic moments in the post-war years:

-- the birth of the United Nations

-- the Nuremberg Trials

-- the Truman years (including his imitation of Kaltenborn)

-- the Berlin Airlift

-- the Korean War

-- Murrow vs. McCarthy

-- the Space Race

-- the Kennedy Assassination

CBS NEWS

Office Communication

to:

from:

The setting for this will, of course, be Studio Nine where it all began. The peg for the program is the move to our new facilities and to the new Studio Nine where perhaps we can indicate a continuity of purpose by closing the special program with "current history" -- the first newscast to originate from the new facility.

We will be moving on July 25th -- a Saturday -- so that may not be the best time for a special of this kind, but perhaps we can juggle the day to give us a more convenient broadcast date.

Al Snyder has discussed with Fred Friendly the possibility of Ed Murrow anchoring the program. In addition to the lift Ed's participation would give the program, Ed's presence would make it an event of some note as well. If Ed is not available to anchor the program, perhaps he could play some role in it. Should that be the case, I would like to have Bob Trout as anchorman. Since this should be a memorable event as well as a remarkable chronicle of CBS News, perhaps Mr. Paley could be prevailed upon to introduce an excerpt of the first WORLD NEWS ROUNDUP ever broadcast. We plan to use this at the top of the show.

My best guess is that the special will require at least fifty-five minutes.

I might add that all the work thus far has been done by Al Snyder. He's done an excellent job researching the project and assembling the material. From what I've heard we'll have a casebook of radio journalism.

Jim Seward

CBS NEWS

Office Communication

to: MR. SEWARD

from: Miss Campbell

January 10, 1961

Mr. Murrow did approve the use of his script of the broadcast made on December 24, 1940, which appeared in the Diners' Club magazine of December, 1960. The request for permission to do this came through Liz Scofield in Press Information. If there is some reason why Mr. Murrow should not have given permission for this, will you please let me know because similar requests come in from time to time, and any hesitation on my part is invariably countered by the applicant with the argument that anything already aired or printed is considered as being "in the public domain" and that the formal request is merely a matter of courtesy. I would greatly appreciate your straightening me out on this knotty little problem.

Thanks.

K.C.

CBS RADIO

Office Communication

to: MISS CAMPBELL

from: Mr. Seward

January 5, 1961

I am attaching a copy of the Diners' Club magazine of December 1960. You will note the inclusion of the transcript of Mr. Murrow's radio broadcast of December 24, 1940. Would you please ascertain whether Mr. Murrow approved this use of his script.

J.M.S.

Attachment

November 2, 1960

Mr. James M. Seward
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, N. Y.

Dear Jim:

Here is the revised agreement, according to your proposals. If satisfactory, will you have Ed sign all copies and return to Jerome Talbert at CRI.

Yours as ever,

Enc.
JGG:bmo

J. G. Gude

Copy Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, N. Y.

James Seward

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

June 24, 1960

Apparently I goofed in reporting on "Iran, Brittle Ally". We did collect both the performance fee and the royalty on this program, and on "Biography of a Missile." The program on which the royalty has so far been withheld was the Montgomery Interview, and rather than "too minor participation" -- the explanation I had given you -- the reason was that this program did not use the approach and the format we associate with "See It Now", the program covered by our royalty agreement.

I think I can make a better long-term arrangement if I do not contest the "Montgomery Speaks His Mind" decision at this time, but will do so if you wish.

Dave Klinger has asked to defer the royalty decision on "Who Speaks for the South" and "Berlin, End of the Line" until we come to terms on this year's C.B.S. Reports. I have told him that this handling is agreeable to us.

I will report further soon.

Jim

J.M.S.

CBS RADIO

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, N.Y. • PLAZA 1-2345

JAMES M. SEWARD

Executive Vice President

May 25, 1960

Dear Saul:

I am sorry to report that I am still unable to talk. Beyond that my throat is still quite sore as a result of a third minor operation last Thursday. Consequently it would only be frustrating for you for us to attempt to discuss Ed's Queen City stock ownership.

But here's the story as I know it. A day or two before I wrote you Ed telephoned me to say that he had decided that it would be a mistake for him to continue as a Queen City stockholder. The fact of his holding stock in a broadcasting operation labels him in the minds of those that know about it, and his necessarily minor ownership and inability in any case to participate in policy decisions makes the situation more embarassing. He wishes to withdraw completely and as soon as possible but at the same time would like to do so in a way which would cause minimum problems for you.

That's all I could write out for you in long hand if we got together, but nevertheless I'll come to your hotel or meet you here if you wish me to do so. I am sending Ed a copy of this note and I am sure he will telephone you if he can get out of the cutting room long enough.

Sincerely yours,

Jim S

Mr. Saul Haas
c/o Peters, Griffin, Woodward
250 Park Avenue
18th Floor
New York, New York

cc: Mr. Murrow

CBS RADIO

Office Communication

to: Mr. Murrow

May 16th, 1960

from: James Seward

Dear Ed:

I was anxious to meet you Friday night, but was just too all-in.

We have a salesmen's convention at the Westchester Country Club on Monday, Tuesday and Wednesday of this week, and I shall be spending Monday and Tuesday afternoons there - playing golf on Tuesday afternoon.

I have a number of pieces of paper for you, but none x is urgent. Saul Haas has replied to my letter about your Queen City stock that "if action in this matter is necessary - that he liquidate 1500. This, I think, will eliminate a lot of discussions and explanations". You own 1836 shares. Saul arrives on Tuesday, according to Chuck, and I daresay he will see us both.

I will keep in touch with your office to see when we can get together.

I see the doctor early Tuesday morning, but doubt that I will be permitted to talk for another week or two.

Jim

Jim Seward

March 28, 1960

Dear Jim,

I received a brief note from Mr. Murrow today in which he asks me to get your advice on the following matter. The government of Hong Kong has done a documentary on the colony. Mr. Murrow has seen it and thinks it's pretty good. He has been asked to do the commentary, and since it is for general release has told the Hong Kong people that CBS would probably want first refusal of the television rights. They are agreeable to this and Mr. Murrow is disposed to do the commentary, but wonders whether it might conflict with the piece which he understands CBS shot recently in Hong Kong with Bill Holden.

Mr. Murrow says that Bill Ormerod (now Sir Berkeley Ormerod) knows all about the project if you want additional information. I gather that if possible Mr. Murrow would like your advice on this by the end of this week.

Sorry to bother you with this while you are in the hospital, and I do hope that you are making a rapid recovery.

As ever,

Mr. James Seward

Seward, J.

EDWARD R. MURROW
485 MADISON AVENUE
NEW YORK 22, N.Y.

The Connaught Hotel
Carlos Place
London, W.1.

PERSONAL.

November 21, 1959.

Dear Jim:

I think you should have a copy of the statement drafted here the day Ralph Colin flew over to talk with me, just for your information. Sorry to have been so remiss in not sending it before.

As ever,

Ed

Mr. James M. Seward
580 Park Avenue
New York 21, N.Y.

At New Orleans recently, Dr. Stanton in the course of an address referred to the recent quiz program disclosures and announced that because of the inherent impossibility of policing their production, CBS had decided to eliminate from its program schedule all programs based upon contests for large sums of money or lavishly expensive prizes. He went on to say that "this single action will not accomplish our aims....we do propose to be more certain in the future that it is we and we alone who decide not only what is to appear on the CBS Television Network, but how it is to appear. We accept the responsibility for content and quality and for assurance to the American people that what they see and hear on CBS programs is exactly what it purports to be. . . Details of how this general policy is to be implemented will be revealed step by step as they are developed."

After the inclusion of those statements in a prepared address, and although no programs were therein referred to by name, in the course of a telephone interview from New Orleans with a New York reporter, Dr. Stanton referred, among other things, to certain interview-type programs which might possibly require examination as to whether or not there had been sufficient disclosure that they were not entirely unrehearsed. Included among the programs thus named were PERSON TO PERSON, a program originated by Edward R. Murrow and his associates but for some time past and now owned by CBS.

No suggestion was made by Dr. Stanton that PERSON TO PERSON was not a highly desirable program or that there had been included in its format any such deceits as had been involved in certain quiz programs. Dr. Stanton's reference to PERSON TO PERSON was rather by way of explaining by example the statement in his New Orleans address that CBS would not stop with its action of eliminating quiz programs whose inherent nature tempted the use of deceitful practices, but would go beyond the elimination of deliberate deceit to make certain that in the future there would not be even unintentional deception and that all of its programs would be revealed to be exactly what they are.

In the case of PERSON TO PERSON there never had been any affirmative suggestion that the show was not prepared and rehearsed. In the nature of the program it had to be - and a knowledge of that fact by the public would not detract in any degree from the success or appeal of the program. It was Dr. Stanton's statement that in the case of programs such as PERSON TO PERSON, and other interview programs, it would be affirmatively indicated in the future - and there is no reason why it should not be so indicated - if they are not entirely spontaneous.

No suggestion was intended that either Mr. Murrow or his associates had been lacking in integrity in the past production of PERSON TO PERSON.

Mr. Murrow's comments on Dr. Stanton's statements were made in London without a full realization of the background facts and in the mistaken belief that his integrity and that of his colleagues as producers had been attacked. In those circumstances his remarks were, perhaps, unduly vitriolic. Mr. Murrow not only applauds and vigorously supports, but has previously advocated, the CBS basic policy of assuming responsibility for what appears on the network and how it appears and for seeing to it that in the future its programs will be exactly what they purport to be. Mr. Murrow will conform to that policy by continuing to produce his own programs in full accordance with the principles.

Mr. Murrow, still on leave in London, authorized the comment that "If this policy is carried out - is generally supported by the industry, by sponsors and the public - television will become, as a result of CBS leadership, a more reliable and responsible medium."

CBS NEWS

Office Communication

to: Jim Seward

from: Kay Campbell

August 28, 1959

I found these two checks in Mr. Murrow's desk, and I think you should have them. The one from John McCloskey is repayment of a loan and the CBS News one is of course reimbursement of expenses.

gw
att. 2 checks

J. Seiord

Lake Placid Club
IN THE ADIRONDACKS
Essex County, N. Y.

August 21, 1959

Dear Ed:

Here's hoping that all three of you have a wonderful ten months abroad and that you will be fully restored in mind and body. I'll make as few goofs as possible in your affairs and perhaps I'll learn a little about farming.

It looks as though I'll have plenty of time this coming winter. I've phoned this morning that Emily had passed the Regents' exams in chemistry and consequently will get into Hood College. Presumably Bryan will remain in Munich, and things will probably continue quiet in the Radio Division. Further, living in your apartment a great deal of the time will make for more free time.

My best score here so far was an even hundred, but - who can tell - I might get into the low nineties tomorrow. In any case, I feel very much better.

My very best to all of you. Please don't hesitate to let me know about anything that needs attention.

Until the end of September -

Like always,

Jim

Seward

CBS NEWS

Office Communication

to: Mr. Seward

from: Mr. Murrow

June 26, 1959

I have talked with Fred regarding the attached proposal from LIFE. We are willing to go ahead, provided

(1) that Murrow and Friendly get billing on the Lp record

(2) that this does not jeopardize our rights or interest in the original album

(3) that Murrow and Friendly have full right to approve the editing

(4) that we receive a guarantee of $20,000.00

Seward, J.

CBS RADIO

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, N.Y. • PLAZA 1-2345

JAMES M. SEWARD
Executive Vice President

April 30, 1959

Dear Mr. Pixley:

Attached hereto are transcripts of the portions of Mr. Murrow's contract with CBS which are pertinent to our discussion today. The first term will now end on December 31, 1961 by reason of Mr. Murrow's sabbatical.

Sincerely yours,

JMS

Mr. Firth Pixley
Guaranty Trust Company
524 Fifth Avenue
New York, New York

Attachment

cc: Mr. Murrow

Seward, Jim

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

April 3, 1959

From a sales point of view, it would be helpful if you would send a letter along the following lines to Mr. L. A. Watson, President of Maico Electronics, Inc.:

"Mr. L. A. Watson, President
Maico Electronics, Inc.
21 North Third
Minneapolis 1, Minnesota

Dear Mr. Watson:

"Your company's sponsorship on the Pacific Network of the quarter-hour news program I broadcast daily has, it seems to me, a dual significance.

"In the first place, the need for news programs which attempt to place the day's events in understandable perspective has never been more urgent. Second, recognition of this need by organizations such as yours underscores the growing acceptance of responsibility by industry to the community of which it is a part. Our national welfare requires just such understanding on the part of all its members. I am pleased, too, that your company deems the program a worthwhile advertising vehicle."

If such a letter is agreeable to you would you please ask Miss Hogg to forward it to Mr. Pumphrey for transmittal.

J.M.S.

JMS

yes

692

Award, Jim

CBS RADIO

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, N.Y. • PLAZA 1-2345

JAMES M. SEWARD
Executive Vice President

April 3, 1959

Dear Mr. Schultz:

In Mr. Murrow's absence your letter to him of March 26 has been referred to me.

I have no thought other than commendation for your desire to improve the lot of the blind and of your desire to take active steps to this end. I think it improper, however, for you to use Mr. Murrow's or anyone else's name as a participant in your effort unless the individual has approved your doing so and, on Mr. Murrow's behalf, advise you that Mr. Murrow's name may not be used in the future without his prior written approval.

Sincerely yours,

Jim

Mr. Robert L. Schultz
1941 Broadway
Lorain, Ohio

bc: Miss Hogg, with file

CBS RADIO

Office Communication

to: Mr. Brauner
from: Mr. Seward

Suggested changes in pencil. JFB

April 2, 1959

Accept Regret
Plz. handle
Background?
FYI File
Note & Return
Phone JFB
Reply direct
Return to sender
Status?
Suggest reply
To discuss
Comment or recommendation
Copy to JFB
URGENT

I am returning the papers which Miss Hess had sent you regarding the use of Mr. Murrow's name in an advertisement soliciting funds for the American Foundation for Overseas Blind, Inc. I am also attaching a report on this organization which Mr. Ackerman obtained for me as well as a draft of a proposed letter for my signature to Mr. Schultz. May I please have your reaction to the draft?

J.M.S.

Enclosures

JULIUS F. BRAUNER

APR 3 '59

A.M. P.M.
7 8 9 10 11 12 1 2 3 4 5 6

693

Non-Profit Service
for Contributors
Founded in 1918

NIB

205 East 42 Street
New York 17, N. Y.
LExington 2-8595

DIRECTORS

VALENTINE E. MACY, JR.
President

RALPH H. BLANCHARD
ALEXANDER LINDEY
Vice Presidents

CRAIG R. SMITH
Secretary

ELLIS RUSSELL
Treasurer

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REMBRANDT C. HILLER, JR.
HUGH KNOWLTON
RANDALL J. LEBOEUF, JR.
ARCH MANDEL
WILLIAM MCPEAK
ROBERT MONTGOMERY
LAWRENCE MORRIS
MISS ADELE W. MORRISON

D. PAUL REED
Executive Director

B. D. BURHOE
MRS. E. R. GOODWIN
Research & Advisory

NATIONAL INFORMATION BUREAU

To maintain sound standards in national philanthropy . . . To advise and protect contributors

March 31, 1959

RECD WCA APR 2 1959

Mr. William C. Ackerman
CBS Foundation, Inc.
485 Madison Ave.
New York 22, N. Y.

Dear Mr. Ackerman:

In line with your request, we are glad to enclose our latest report on the American Foundation for Overseas Blind, Inc.

Yours sincerely,

B. D. Burhoe

B. D. Burhoe

BDB:fbl
enc.

NATIONAL INFORMATION BUREAU, INC.

IMPORTANT

This report is a privileged communication and is strictly for the confidential information of the person or organization to whom it is addressed.

- - - - -

January 15, 1959

AMERICAN FOUNDATION FOR OVERSEAS BLIND, INC.
(Formerly: American Braille Press for War and Civilian Blind)
22 West 17th Street
New York 11, N.Y.

Paris Office: 14 Rue Daru, Paris 8, France

HISTORICAL BACKGROUND: The Foundation was organized in 1919 as the Permanent Blind Relief War Fund to conduct work of a constructive nature for veterans of the Allied Nations blinded in World War I. The activities in France, during the first years, included an industrial school and a material depot where blinded soldiers could secure supplies at cost. In 1925, the name was changed to the American Braille Press for War and Civilian Blind and the program became one of furnishing books and other reading matter to the war blinded of the Allied countries. In February 1946, a reorganization was effected and, though maintaining its separate identity, the organization has become closely related with the American Foundation for the Blind, whose staff head is now also its staff head.

STATED PURPOSE: The Foundation's stated purpose is: "To provide aid to the civilian and soldier war blind of Europe and to assist in the rehabilitation of the blind in all parts of the world, through the stimulation of welfare and educational programs, both cultural and occupational, through distribution of appliances, including talking books, braille writers, braille games, the printing of braille magazines, books, music, etc., and through research in the development of methods and equipment to improve the conditions of the blind."

ACTIVITIES: The Foundation is conducting a program for the blind of Europe, including the printing of braille literature at Paris headquarters and the shipment to various countries in Europe and Asia of braille writers, talking books, tools and other equipment from the United States. It supplies drugs and other equipment for the blind in Formosa and supports work for the blind in many Asian countries. It has recently opened a Regional Headquarters in Manila to serve the entire Far East.

It also provides advisory service and some equipment to a number of agencies for the blind in Latin America.

Special regional programs in 1957 included the following:

Europe	$84,141
Middle East	2,723
Far East	74,435
Latin America	42,321

PERSONNEL: The officers and Board of Directors recently included the following:

Chairman.....Eustace Seligman, New York
President.....Jansen Noyes, Jr., New York
Vice President.....Richard H. Migel, New York
Secretary.....Peter J. Salmon, Brooklyn, N.Y.
Treasurer.....Alexander M. Laughlin, New York

Col. E.A. Baker, M.C., O.B.E.; Toronto, Canada
Princess Margaret Draper Boncampagni; New York
Bernard S. Carter; Paris, France
Joseph F. Clunk; Philadelphia, Pa.
Katharine Cornell; New York, N.Y.
Dr. Gabriel Farrell; Rochester, Mass.
Dr. George A. Fitch; Taipeh, Formosa
Vice-Admiral C.S. Freeman; New York, N.Y.
Dr. C.L. Hsia; New York, N.Y.
Dr. John P. Macnie; New York, N.Y.
Garfield D. Merner; San Francisco, Calif.
George F. Meyer; Newark, N.J.
~~Mr. R. Migel, New York, N.Y.~~
Frank K. Sanders, Jr.; New York, N.Y.
Lowell Thomas; Pawling, N.Y.
Charles Torem; Paris, France

Counselor, International Relations.....Helen Keller
Executive Director.....M. Robert Barnett
Field Director.....Eric T. Boulter
Director, Europe - Middle East Region.....F. Abbott Ingalls

FINANCES: The Foundation reports that contributions to it are deductible for Federal income tax purposes.

Accounts are audited by a certified public accountant. An audit statement for the calendar year 1957 shows:

Income:		
Current Contributions	$358,786.36	
Legacies and Special Gifts	116,689.53	
	$475,475.89	
Sales of Braille appliances, publications, etc.	32,665.04	
Investment income	32,967.79	$541,108.72
Disbursements:		
Services to the Blind:		
Manufacture & Distribution of special appliances, publications, etc.	$ 77,356.87	
Field Service	29,433.68	
Public Education	22,137.40	
Regional Programs:		
Europe	84,141.20	
Middle East	2,723.25	
Far East	74,434.88	
Latin America	42,321.43	
Fund Raising	153,284.87	
General Administration	56,875.94	$542,709.52
Excess of disbursements over income		$ 1,600.80

- - - - - - - - - - -

This report is a privileged communication and is strictly for the confidential information of the person or organization to whom it is addressed.

FINANCES: (Cont'd.)

Excess of disbursements over income	$ 1,600.80
Net losses on sales of securities	24,309.32
	$ 25,910.12
"Fund Balances at December 31, 1956" *	1,282,873.56
"Fund Balances at December 31, 1957" *	$1,256,963.44

* Includes Paris headquarters building at about $400,000 valuation.

The eight standards of the National Information Bureau do not include a definition of appropriate fund-raising costs for national organizations. Such a standard cannot at this time be determined because (1) Standardized accounting and uniform classification of fund-raising costs among national health and welfare agencies does not yet exist, and (2) even if it did exist, the appropriate ratio of fund-raising costs to contributed income would necessarily vary somewhat among agencies, according to their purposes, programs, and constituencies. The purpose of the Bureau in this connection, accordingly, is to provide information upon which our members may base an informed decision.

Analysis of the 1957 audit of the American Foundation for Overseas Blind, Inc., shows that one item, fund-raising expenses, totaled about 32.2 cents per dollar of the $475,476 received in current contributions and legacies.

The 1959 budget totals approximately $587,000.

CONCLUSION: Bearing in mind the above notation, the American Foundation for Overseas Blind, Inc. meets the eight minimum standards of the National Information Bureau.

NATIONAL INFORMATION BUREAU, INC.

- - - - - - - - - - - - -

This report is a privileged communication and is strictly for the confidential information of the person or organization to whom it is addressed.

g

Ms. Samuel

CBS NEWS

Accept Regret
Plz. handle
Background?
FYI File
Note & Return
Phone JFB
Reply direct
Return to sender
Status?
Suggest reply
To discuss
Comment or recommendation
Copy to JFB
URGENT

Office Communication

to: Mr. Julius Brauner

from: Sheila Hogg (Mr. Murrow's secretary)

March 27, 1959

I am sending you the enclosed correspondence, which arrived in the office yesterday and today, because I am not quite sure whether any action should be taken in this matter and thought you might advise me. Mr. Murrow is in Europe at present and will not return until April 3. He was not asked for permission to use his name in this advertisement, as the sponsor freely admits in his letter. There seems to be some disagreement between the sponsor of the advertisement, Robert Schultz, and the "friend of the blind", Hugh Anderson, and yet I suppose they must have originally collaborated on it. Altogether, the thing is a puzzlement. Is there anything we ought to do?

Sheila Hogg.

JULIUS F. BRAUNER

MAR 30 1959

A.M. 7 8 9 10 11 12 1 2 3 4 5 6 P.M.

1941 Broadway
Lorain, Ohio
March 26, 1959

Mr. Edward R. Murrow
485 Madison Avenue
New York, New York

Dear Mr. Murrow;

On a recent journey through the Middle East, Africa, India, and Asia, I returned home bewildered and dismayed at the lack of interest or help for the world's fourteen million blind.

An immediate investigation turned up the American Foundation for Overseas Blind, with headquarters in New York City, as the only internationally recognized organization administering to these fourteen million images and likenesses of God; but woefully lacking in funds.

As a middle class, self-employed businessman in a small town, I conceived the idea of attempting to raise immediate funds for these pitifully forgotten fourteen million who represent all races, all creeds, and all colors. The result was the full page color advertisement, a copy of which you must already have seen, and which by now has been received by over one hundred managing editors of newspapers throughout the world.

Since time was of the essence...as the Easter Holiday Season was already upon the world...this entire advertisement had to be completed and at the newspaper office by March 18th. On Saturday, March 14th, the picture of Christ in Gethsemane was purchased. On March 16th, the copy was written, and the layout, including engravings, were presented to the newspaper. The publishing date - March 21, 1959.

Regretfully, there was no time to seek your approval...of most importance to me, and I do hope to you, were the world's fourteen million blind.

Since you are one of the world's great humanitarians, if I have in any way hurt you, I beg your most humble apology. May God bless you and your loved ones at this Joyous Easter Season.

Most humbly yours,

Robert L. Schultz

Robert L. Schultz

O P P O R T U N I T Y

Master of human destinies am I!
Fame, love, and fortune on my footsteps wait.
Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace - soon or late
I knock, unbidden, once at every gate!
If sleeping, wake - if feasting, rise before
I turn away. It is the hour of fate,
And they who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate
Condemned to failure, penury, and woe,
Seek me in vain and uselessly implore.
I answer not, and I return no more!

——————John James Ingalls

1945 Broadway
Lorain, Ohio
March 24, 1959

Mr. Edward R. Murrow
485 Madison Avenue, New York, New York

Dear Mr. Murrow;

Now what do you think of the use of your name in such a conspiracy? How else could a person from the outside get to the heart of a busy person like yourself?

As a veteran blinded during the Korean War, I can no longer see you or your programs, but thank God I can still hear you. Tears come to my darkened eyes when your friend, Dinah Shore, sings "See the U.S.A. in your Chevrolet"...There was a time before the war that I could do just that, but not now anymore.

But this letter is not being written for myself...it is being written on behalf of the world's 14,000,000 blind who could never improve your rating because they cannot see you. Suppose, Mr. Murrow, that fourteen million Americans, who now watch your programs, should suddenly be deprived of their precious gift of seeing? What would happen to your rating then? And just suppose you were one of the 14,000,000 ...Thank God you are not!

Now the point is this, Mr. Murrow...I was the author of "The Eternal Story of Easter"...I was the "friend of the blind" who wrote the story and conceived the idea of attempting to raise $14,000,000.00 for the American Foundation for Overseas Blind...and it was a veteran buddy of mine who sponsored the first full page color advertisement and paid for it all by himself.

It was the same friend of mine who sent out copies of this appeal to managing editors of one hundred newspapers asking them to have someone in their cities sponsor one of these full page advertisements during this "two man drive" to raise fourteen million dollars for the American Foundation for Overseas Blind...or only one dollar each for each of the 14,000,000 blind in today's world.

No contribution is asked for from you...only your blessing on the idea...and your prayers too. You're wonderful, Mr. Murrow...it would be so nice to see you once again...

God be with you and your loved ones.

Good Television,

Hugh Anderson

Hugh Anderson

P.S. We started out with only an idea, a blank sheet of paper, and $375. Would it not truly be a miracle if the $14,000,000.00 could be raised in the next ten days? With your prayers and your blessing, we can do it!

Spring is early

"The Etern

NOW IN THE

rnal Story Of Easter"

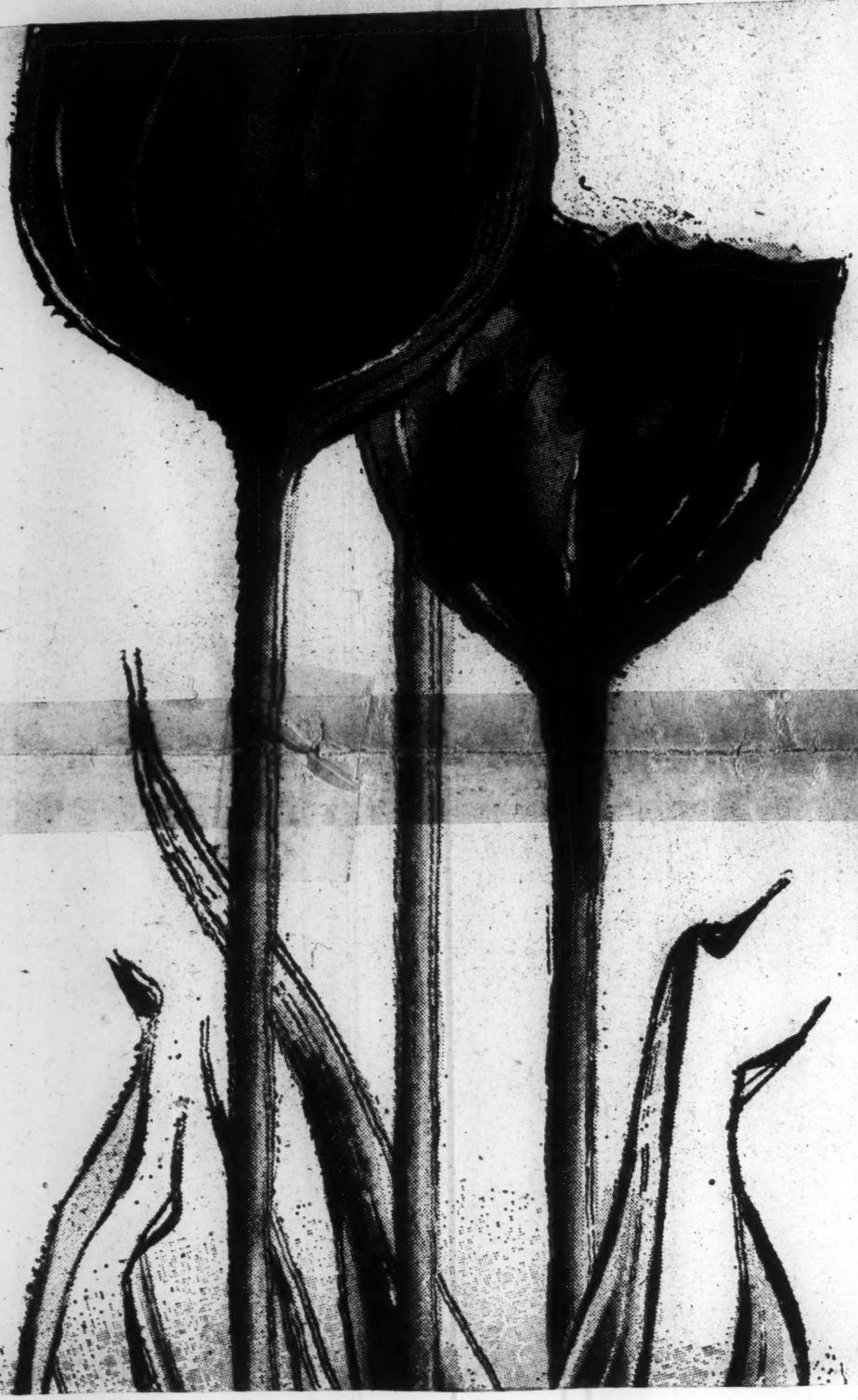
EACH IN HIS OWN TONGUE

A Fire-Mist and a planet, -
A crystal and a cell,
A jelly-fish and a saurian,
And caves where the cave-men dwell;
Then a sense of law and beauty,
And a face turned from the clod, -
Some call it Evolution,
And others call it God.

A haze on the far horizon,
The infinite, tender sky,
The ripe, rich tint of the corn fields,
And the wild geese sailing high,
And all over upland and lowland
The charm of the goldenrod, -
Some of us call it Autumn.
And others call it God.

Like tides on a crescent sea-beach,
When the moon is new and thin,
Into our hearts high yearnings
Come welling and surging in, -
Come from the mystic ocean
Whose rim no foot has trod, -
Some of us call it Longing,
And others call it God.

A picket frozen on duty, -
A mother starved for her brood, -
Socrates drinking the hemlock,
And Jesus on the rood
And millions who, humble and nameless,
The straight, hard pathway plod, -
Some call it Consecration,
And others call it God.



NOW IN THE BE

Heaven and Earth ... Darkness
separated the dry land. In the w
the deserts ... then God cleared
gave Moses the Ten Commandm

THEN GOD IN

to Mary the Christ child, born
needed to establish the Reality o
he became a carpenter, then a
jected His truth. Popular opinion

SADNESS CAME

that night in Gethsemane, for so
But of whom He spoke, while dy
the whole world for three days,
buried, Christ arose from the de
ed for the lesson is quickly forg

PERHAPS MAN

that in all Nature he can find th
they toil not, neither do they s
one of these ... Listen to the M
symphony concert and try, if yo
appearing on this page, and the
Music, Poetry, and the symbol
the ever presence of God ... for

The charm of the goldenrod, -
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E BEGINNING GOD CREATED

kness was upon the face of the earth, and God said, "Let there be light" and there was light ... then God formed the seas, and the waters. He created fish and on the land He caused the animals and birds to inhabit the forests, the mountains, the plains and ...to man in his own image, male and female created he them, admonishing them to have dominion over all the earth ... He ...Eden as a guide to ...living ... But man disobeyed God.

N HIS INFINITE MERCY GAVE

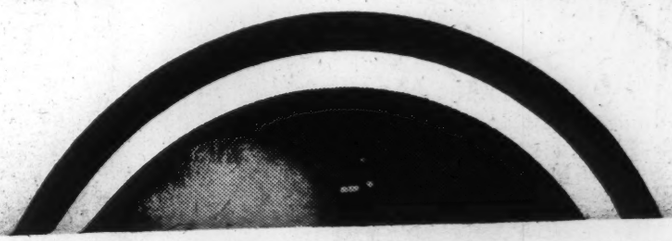
born one starlit night in a lonely stable in Bethlehem ... Here, thought God, was the proof that doubting, disobedient mankind lity of God's Kingdom of Heaven on Earth ... Christ, the son of God, was born to a peasant woman in an obscure village. First, en an itinerant preacher, who had no credentials but the naked truth. But mankind then, as now, loathed, despised, and re- pinion turned against Him, and He went into the Garden of Gethsemane.

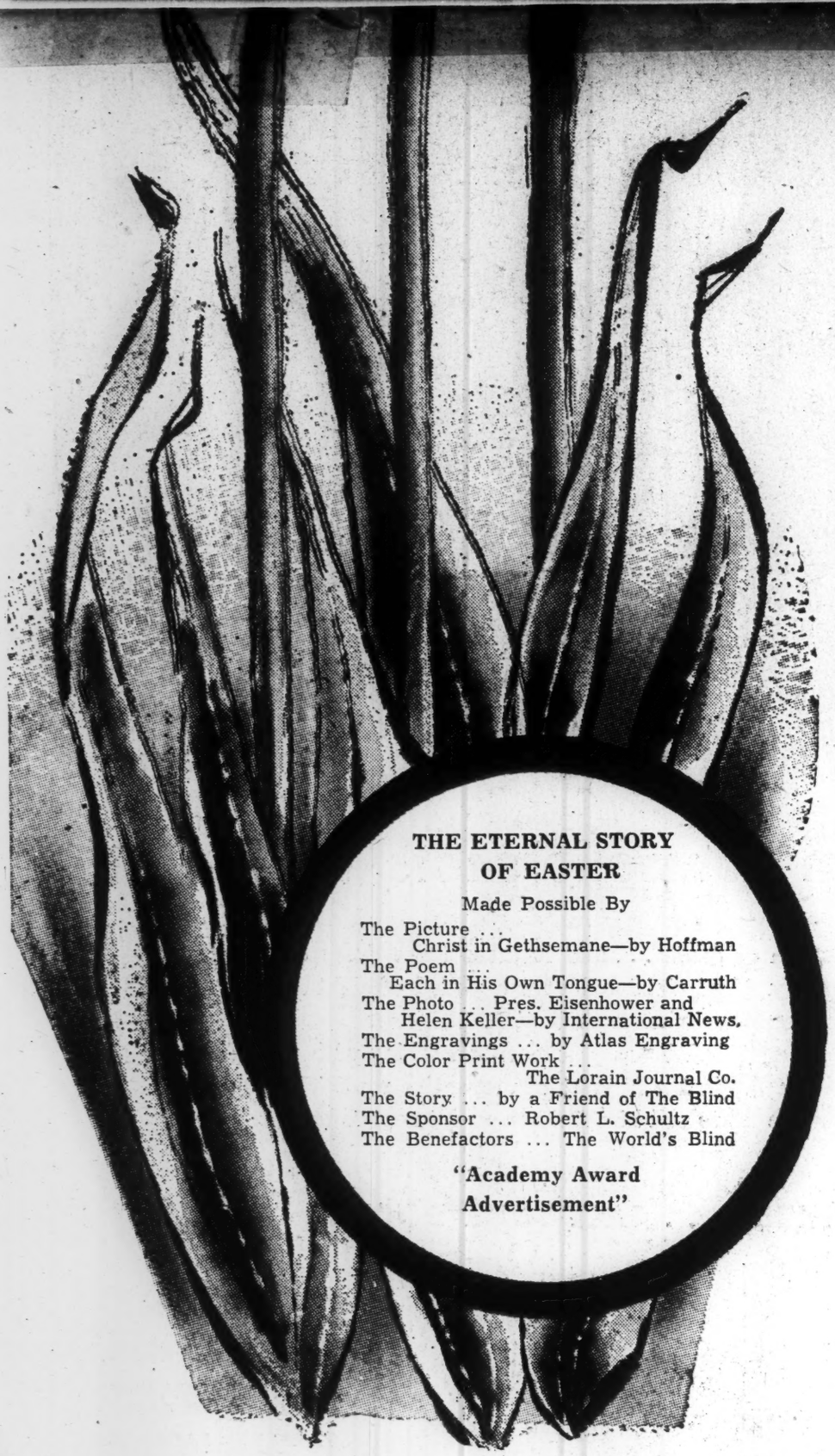
IE TO CHRIST OUR LORD

or soon He was to be betrayed, given a mock trial, then led away to be Crucified, by the mob who hated Him without cause ... ile dying on the cross at Calvary ... "Forgive them Father, for they know not what they do" ... This Sadness which darkened ays, was followed by the Joy of that Easter morning, nineteen long centuries ago, when, after having been crucified, dead, and e dead and ascended into Heaven ... Such Joy comes to millions the world over at Easter season ... But the Joy is short liv- forgotten, because mankind cannot yet comprehend His God.

AN FORGETS

d the presence of God ... Consider the lilies of the field, ey spin, yet Solomon in all his glory was not arrayed like he Music of Bach, Beethoven, Schubert, or Strauss ... Go to a if you can, to ignore the presence of God ... Read the poem then say there is no God here on Earth ... Here in Nature, bol of Divine Love in Christ Jesus ... all these link man to for God is really that creative force in and behind the uni-





THE ETERNAL STORY OF EASTER

Made Possible By

The Picture ...
Christ in Gethsemane—by Hoffman
The Poem ...
Each in His Own Tongue—by Carruth
The Photo ... Pres. Eisenhower and Helen Keller—by International News.
The Engravings ... by Atlas Engraving
The Color Print Work ...
The Lorain Journal Co.
The Story ... by a Friend of The Blind
The Sponsor ... Robert L. Schultz
The Benefactors ... The World's Blind

"Academy Award Advertisement"

THEN GOD IN H

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needed to establish the Reality of G
he became a carpenter, then an i
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that in all Nature he can find the p
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appearing on this page, and then sa
Music, Poetry, and the symbol of l
the ever presence of God ... for Go
verse, He manifests Himself as cr
thought, as Love, compassion, wi
all men, regardless of race, color,

LOVE AND COMPA

in the human heart is the Fifth Lin
ence of God ... How can you Dem
can you Prove you Love others wh
... thereby showing God by your A

CONSIDER A SOBE

... in the past three minutes, wit
able to See the color of the tulips
Read the poem, See the symbol of
of Christ's sadness, Notice the Exp
hower and Helen Keller, and to follo
look across the room into the eyes o
children with a gleam in their eye
Color .. All this by the Grace of G
blessing, which you take so easily fo

IN TODAY'S WORL

People ... These forgotten Images
race, Your religion, Your creed, Yo
Leaders like President Dwight D.
Minister Nehru of India, Premier I
You Join Lowell Thomas, Edward
Dave Garroway, Ingrid Bergman, Be
Allen, Lawrence Welk, Ed Sullivan,
Rockefeller, Senator Edward Kenne
Vincent Peale, Pope John XXIII,
Affairs, and just plain everyday folk
TEEN MILLION BLIND WILL THAN

MAIL YOUR
HOLY WEEK EASTE
OFFERING NOW T

"WHENEVER YOU

AMERICAN FOUNDATION FOR OVERSEAS

SUNDAY CENTER, 3001 Elyria Ave.

HIS INFINITE MERCY GAVE

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"One sees compassion, the other feels it."

MPASSION

h Link establishing the Truth and Reality of the ever pres-Demonstrate this Love and Compassion in your heart? How rs who were also created in the Image and Likeness of God? your Actions that you in turn Love Him.

OBERING THOUGHT

, with the Two Eyes God Gave You at birth, you were tulips, See Christ praying in the Garden of Gethsemane, ol of music and joy of Salvation, even in the back-ground Expression of Compassion on the faces of Pres. Eisen-follow this Easter story to this point .. Even as now you eyes of your loved ones, you see the happy faces of your eyes, you see spring flowers, Easter clothes all in Natural of God ... But millions the world over do not share this ly for granted.

ORLD THERE ARE 14,000,000 BLIND

ages and Likenesses of God need Your Help Now ... They belong to Your l, Your nationality, Your world, and Your heart ... Will You Join World t D. Eisenhower, President Itzhak Ben-Zvi of the State of Israel, Prime nier DeGaulle of France, Prime Minister Macmillan of England ... Will ward R. Murrow, John Daly, Katherine Cornell, Jack Benny, Bob Hope, n, Bertrand Russell, Cyrus Eaton, the Ford Foundation, Perry Como, Steve ivan, John Cameron Swasey, Dinah Shore, Orson Welles, Governor Nelson Kennedy, Adali Stevenson, Prince Ranier II, Grace Kelly, Dr. Norman III, Rabbi Hillel Silver, Jack Parr, United Nations Council on Foreign y folks like you and me in fulfilling this Great Humanitarian Need? FOUR-THANK YOU!

ROOTS OF HEAVEN

"The very Roots of Heaven are to be found in the Divine Love and Teachings of Christ ... in Nature ... in Music ... In Poetry ... and in the Love and Compassion of the Human Heart."

A. F. O. B.
P.O. BOX 7000
NEW YORK 11, N.Y.

STER →
TO

OU GIVE . . . KEEP THE BLIND IN MIND"

S BLIND, INC.

RECEIVED
1959 MAR 26 AM 11:33
C B S TELETYPE ROOM N

WU005 NL PD

LORAIN OHIO MAR 25

EDWARD R MURROW

YOUR NAME APPEARS IN FULL PAGE COLOR ADVERTISEMENT MIDWESTERN NEWSPAPER MARCH 21, LINKING YOU POSSIBLE SPONSOR WHAT MIGHT BE CONSPIRACY TYING IN WITH BERLIN CRISIS STOP FORWARDING AIR MAIL SPECIAL DELIVERY COPY FULL PAGE ADVERTISEMENT FOR YOUR INSPECTION STOP ADVISE YOU ISSUE IMMEDIATE DENIAL TO AMERICAN PRESS BEFORE OTHER FANS ARE SHOCKED STOP PUBLISHER OBVIOUSLY DUPED BY SOMEONE WHO THOUGHT THEY COULD GET AWAY WITH CONSPIRACY STOP INFORMED ONE HUNDRED SUCH SIMILAR FULL PAGES SCHEDULED FOR ALL OVER STATES STOP IT NOW. CONFIDENTIAL CUB REPORTER

HUGH ANDERSON

1117A..

Seward, Jim

CBS NEWS

Office Communication

to: Mr. Seward

from: Mr. Murrow March 16, 1959

Regarding the attached: (1) I don't understand it, (2) only the lists for '55 and '56 were attached.

E.R.M.

jmi
att.

Seward, Jim

CBS NEWS

Office Communication

to: Mr. Seward

from: Mr. Murrow cc: Mr. Friendly

February 5, 1959

Friendly and I have had a discussion on the matter of LIFE's use of the Churchill album, and we are against it. The money is not considerable. The condensed version would dilute the product, and we feel that, in due course, the record will sell, even as textbooks do, over a period of years. In short, we would rather not participate.

E.R.M.

Original letter sent back to Mr. Seward.

Seward, Jim

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

January 30, 1959

You will recall the Lorillard Company's desire to use a still photograph of you in a cross-plug for PERSON TO PERSON at the end of another program they are buying on the CBS Television Network: RICHARD DIAMOND, PRIVATE EYE.

I saw one of these filmed shows yesterday. It's a routine detective story which, however, seems to be well produced and which lacks violence and sensationalism. I can see no harm to you in the use of your photograph in this way and told our Television people that it was all right to use it. The cross-plug occurs at the very end of the program and is so well insulated from it that no one could associate you with it.

Jim

J.M.S.

TO Mr Murrow

FROM

Thought you should see this.

Father Mara is the Professor of Theology of Alma (a Jesuit) College.

Jim

1/28/59

Seward, Jim

RECEIVED
1959 JAN 27 AM 9:35
C B S TELETYPE ROOM N.

LONG

WU001 NL PD

TDSJ SUNNYVALE CALIF JAN 26

ARTHUR HULL HAYES

CBS

DEAR ART, CONGRATULATIONS ON THE COLUMBIA RADIO PROGRAM "THE BUSINESS OF SEX". IT WAS BRILLIANTLY CONCEIVED AND EXECUTED. IT WAS NOT SENSATIONAL NOR EMOTIONAL NOR ALARMIST. IT MADE NO ACCUSATION AGAINST ANYONE BUT SIMPLY DESCRIBED A SITUATION THAT DOES EXIST. WHAT PROMPTS THIS NIGHT LETTER WAS A NEWS ARTICLE IN OUR LOCAL PAPER TODAY. A UNITED PRESS INTERNATIONAL RELEASE. IT WILL APPEAR IN ALL THE PAPERS I SUPPOSE. THIS NEWS ARTICLE QUOTES NAM AS CHZRGING THAT MR MURROW ACCUSES AMERICAN BUSINESS AND INDUSTRY OF EMPLOYING PROSTITUES AS MATTER OF POLICY. I MADE A TAPE OF THE PROGRAM.THE CHARGE SEEMS UNFAIR EVEN LUDICROUS. I HOPE NO ONE WILL TAKE IT SERIOUSLY BECAUSE THE PROGRAM WAS A PERFECT EXAMPLE OF THE KIND OF PUBLIC SERVICE THAT RADIO AND ONLY RADIO CAN OFFER, IT CARRIED TREMENDOUS IMPACT. EVERYONE HERE THAT HEARD IT WAS AMAZED THAT THE GIRLS, THE CUSTOMERS AND THE MIDDLEMEN JUSTIFIED THEIR ACTIONS BCAUSE THEY WERE DONE FOR MONEY. THERE WERE NO INUENDOES NO SNIDE IMPLICATIONS EVERYTHING WAS CLEARLY STATED. IT WAS A WONDERFUL JOB AND I AM PROUD OF YOU AND OF CBS

JAMES A MARA S J ALMA COLLEGE

914A..

TO Mr. Murrow

FROM Sheila Hogg December 16.

An answer one way or the other on this would be appreciated by EYE ON NEW YORK. They are keeping the time open for Mr. MacLeish.

Would you like me to contact Mr. MacLeish about this? He does not know about it yet, as this suggestion came in after your conversation with him.

Seward, Jim

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

By Hand

December 12, 1958

WCBS-TV has a program which would be quite appropriate for an interview with Archibald MacLeish and Clarence Worden, the Director of Public Affairs for the station, would very much like to have him. The program is EYE ON NEW YORK, conducted by Bill Leonard, and is broadcast 12:00 to 12:30 p.m. Sundays. Unfortunately, the program is pre-empted on December 14 for a special program but Clarence will hold the spot for December 21 until he hears from either you or me.

Jim

J.M.S.

Seward, Jim M.

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

f

December 10, 1958

The Howard Clothes people agreed a couple of days ago to make no further use of the ad which you sent me about a week ago.

Jim

J.M.S.

Seward, Jim

CBS NEWS

Office Communication

to: Mr. Seward

from: Mr. Murrow

December 3, 1958

I think something should be done about this, but I don't know what.

E.R.M.

N.Y. Post - Fri. Nov. 28 Howard Shirtad.

CBS RADIO

Office Communication

to: Mr. Friendly cc: Mr. Murrow

from: Mr. Seward October 21, 1958

Attached hereto are checks to your order from Jefferson Productions in the amount of $497.17 and $995.83, along with tabulations showing the manner in which these amounts were calculated.

As you will note, the first represents the amount due you on the SEE IT NOW book which was published by Simon & Schuster and the second the remainder due you as your share of receipts from McGraw Hill (16mm rights on SEE IT NOW films).

J.M.S.

Attachs.

NOTE: See Folder CBS-Interoffice Communications
MURROW-CBS-MURROW

for original and attachments

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

October 20, 1958

It seems to me that once the elections are passed, both the administration and Congress will have to face up to the related problems of inflation, full employment and labor monopoly. Aside from everything else, the increased carrying charges on federal, state and municipal dollars will force a hard look. For this reason I am enclosing the Guaranty Trust's and the National City Bank's October monthly letters. Both of these treat the subject in some depth and I thought, for that reason, they might be of interest to you.

I am also sending along a couple of clippings from today's Wall Street Journal which, if nothing else, show the extent of public and journalistic awareness of the problem.

J.M.S.

Enclosures - 4

NOTE: See Folder CBS-Interoffice Communications
MURROW-CBS-MURROW

for original and enclosures

Seward, Jim

CBS NEWS

Office Communication

to: Mr. Seward

from: Mr. Murrow

August 13, 1958

I assume someone is making an occasional check regarding the sale of ancient "See It Now" shows in Britain and elsewhere.

I believe Fred and I have some equity in the secondary rights.

E.R.M.

mmc

Seward, Jim

CBS RADIO

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, N.Y. • PLAZA 1-2345

JAMES M. SEWARD
Executive Vice President

copy for Mr Numan

August 8, 1958

Dear Leo:

I am attaching three copies of an amendment to the January 29, 1957 agreement between CBS Television and you and me as Trustees, calling for the payment of $1,000 as the royalty on the special half-hour SEE IT NOW program, A CONVERSATION AT 10 DOWNING STREET which was broadcast on May 23, 1958.

The agreement between us and CBS Television calls for a $5,000 royalty on a 60-minute SEE IT NOW program with a proviso that shorter programs will earn a royalty which would be negotiated in good faith. I agreed to a $1,000 payment in this instance, because, as I understand it, it was labelled as a SEE IT NOW production on a last minute basis and was not originally conceived of as such, because it was sustaining and also because it was not formated in the manner we normally associate with SEE IT NOW.

I am sending to your Washington office today, a check for $36,000 for deposit to the Trusteeship Account. This covers royalties in the amount of $5,000 each for:

	Title
10-6-57	Billion Dollar Mail Case
11-24-57	Atomic Time Table I
12-30-57	Lady From Philadelphia
2-2-58	Precinct to President
3-2-58	Statehood for Alaska and Hawaii
3-30-58	Atomic Time Table II
7-7-58	Watch on the Ruhr

and $1,000 for "A Conversation at 10 Downing Street".

Very truly yours,

Jim

Mr. Leo De Orsey
Spring Rock Road
Branford, Connecticut

JMS:mc
enc.

Seward

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

January 6, 1958

The Internal Revenue Bureau will require detailed information as to all expenses for which the tax payers are reimbursed subsequent to January 1, 1958 and, presumably, will exercise judgment as to whether the reimbursement should in part be thought of as taxable compensation.

Consequently it would be desirable to have as many as possible of the payments for which you would be reimbursed by CBS actually made by CBS. Among the items that occur to me are Barberry Room and Century Club charges for entertainment. Perhaps it would be desirable for Mrs. Crissan to check with me whenever bills which include reimbursable items are received so that between us we can work it out.

Jim

J.M.S.

693

Seward

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Seward

from: Mr. Murrow

November 8, 1957

Thank you for your memo of November 5. The vehicle you describe is exactly what I want.

If the agency, or whoever handles such matters wishes to sell my present vehicle at a modest price, I would like to present it to Ed Bliss in part, at least, as a Christmas present.

We might also take steps in due course to get a black station wagon, and I will get Rack in Pawling to sell the Chevrolet.

E. R. M.

CBS RADIO

Office Communication

to: Messrs. Murrow and Godfrey

from: Mr. Seward

November 5, 1957

Howard Spokes at J. Walter Thompson has asked me about your preferences for the 1958 Ford which they will furnish shortly. Will you want a black, convertible hard-top with:

power steering
power brakes
power front seat
power windows
big radio
heater
tinted glass
electric clock
windshield washer
outside rear-view mirror
front fender ornament
back-up lights
white side-wall tires
safety package B, which includes cushioned dash and seat belts.

Please advise.

Jim
J.M.S.

693

Seward

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Seward

from: Mr. Marrow

August 8, 1957

I am returning the unused blank checks herewith. The three checks drawn are as follows:

Cash	$500.00
Northwest Airlines	330.00
Olympic Hotel	200.00

E.R.M.

mec

Seward. Jane

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Seward

from: Mr. Murrow June 27, 1957

Here is the dope for Ford. Please have someone let me know when and where. Please be advised that I resent deeply having been maneuvered into a position where I have no alternative but to do this. I would like one of their hard-top convertibles delivered by August 1st.

fc E.R.M.

TO Mr Murrow

FROM

I fear that this but documents the impression you got in your own survey.

Jim

6/.4

THE WALL STREET JOURNAL, FRIDAY, JUNE 14, 1957

Leonard - fem

Class of '57

It's Silent, Satisfied, Fired by Few Political Or Economic Challenges

'Limited Goals' Include Living Scale Well Above Average; Liberalism in Conservatives

No Picket Fence for Bill Hall

By Louis Kraar and James N. Wallace
Staff Reporters of The Wall Street Journal

"It's sort of useless to get too excited about things, when you don't have the authority to carry anything through," muses Lauri Pike, an attractive, liquid-eyed brunette soon to be graduated from the University of Wisconsin. And though she'd like to assert "more of a rebellious mood," she isn't sure she will.

"Security is the main thing and I expect after a few years to have security, own my own home and have plenty of insurance," states Al McGann, an economics major in the graduating class at Hamilton College in Clinton, N.Y. "I want to be a little above average in the family and money sense, but I don't think too much about going to the top."

"My own personal feeling, as a future businessman, is that the Government doesn't meddle too much, though there certainly are more controls than ever," comments Robert Firnhaber, a speech student at Wisconsin who starts work this summer for Ford Motor Co.'s Edsel division. "There's still a chance for a young company, and for a businessman, but I don't think any of my class ever will be millionaires."

American colleges and universities this month will graduate thousands of young men and women. What are their attitudes and the forces shaping them? What are their aspirations? This is the second of two articles examining the class of 1957.

Seekers After Security

This diverse talk comes from a few members of the class of '57, this month receiving their college diplomas. Some educators who know the class intimately call today's graduates a group with limited goals, at least in regard to conventional conceptions of that elusive term, "success." To anyone who spends some evenings, lunch hours, and coffee breaks with 1957 graduates, it seems clear that they do rank "happiness"—another term with many definitions—above success and place security above adventure. To the students, happiness seems more a matter of personal contentment than professional achievement; security equates with suburban home ownership and insurance, not a $50,000 a year income.

The seniors now leaving school seldom question the idea of big government and considerable Federal control over the economy. They're more interested in political techniques than in philosophy, and not much worried about another depression.

The class of '57 has been called "the silent generation," a description stemming perhaps from Lauri Pike's "useless to get excited" sentiment. Admits Helen Rehbein, a willowy blonde who this year was president of the student senate at Wisconsin: "We have gotten to the point where we are terribly silent and terribly conservative. We go along too much with the reviewers, the critics, with any authority."

"No One Gives a Darn"

The silence may simply reflect general satisfaction with things as they are, but that, too, is an uncommon condition among college seniors over the years. "I think when something comes up that this generation really has some feelings about, we'll sound off," says Carolyn Giessel, a reflective Wisconsin co-ed. "Right now no one gives a darn."

Silent or not, the class of '57 does have some fundamental ideas. A few dozen students from three campuses—Wisconsin, Hamilton and Ohio State—can't be held typical of every June graduate. Still, these students' attitudes and aspirations do reflect much of the thinking of this year's graduates. Today's ideas may be modified greatly in later life, but already laid are the intellectual foundations for viewpoints on such matters as liberalism vs. conservatism, the role of Government in the economy, what an individual wants out of life and how he intends to get it.

"There's not the old conviction that if you have enough money, all your problems will be solved," observes Theodore Zillman, the University of Wisconsin's dean of men. "Today's graduates say they want to grow up with their kids, and not be tied down to the idea of you've got to pitch, pitch, pitch to get someplace in a job. Many aren't so sure they want to get into the whirl of big jobs in the big cities. From this attitude could come an end of the dedicated fellow who eats on the fly and carries work home every night. In a complex industrial society we need those people, and you don't create them overnight. Is this change good for the country or not? I'm wondering."

Doesn't Want to Be President

Bull sessions with students on Dean Zillman's campus and elsewhere indicate his evaluations are accurate.

"My m in goal is happiness," says Charles Schaller, a crew-cut Wisconsin senior who'll do graduate study before going to work. "It's true, I guess, that I have the old security idea, the proverbial cottage by the lake, but my main goal is happiness and satisfaction with my work."

A Hamilton College senior, Jason Eveleth, who's going to work for Corning Glass Co., notes, "I wouldn't like to be the president of a company because you have to spend too much time on it. But I would like to get just short of it. I'll probably live in a converted farm house, about $15,000 or $20,000 is what it'll cost. I want a Plymouth station wagon and a Ford coupe."

Today's graduates have "fairly conservative aspirations," says Winton Tolles, dean of Hamilton College. "They want a job that will give them enough of the material goods, and they want to do some modest community service. I think they're much less optimistic than their counterparts of the 1920's and '30's. Perhaps there aren't as many knights in shining armor because they see it's not so easy to make over the world. I don't think they want to swing the world around on a watch chain — not as much as we talked about doing in the 1920's — but in the '20's I think a lot of our talk was hot air."

There are exceptions to every pattern, and Hamilton history major Bill Hall's hopes for the future are a long way from the home-family-community orientation of his contemporaries. "Ten years from now," says he, "I'd still like to be so nobody can tell me what to do. I want plenty of liquor, women and a big bank account, a nice car to drive. I'll have a bachelor's apartment with a hi-fi set, a den and bar. My real hopes are to really make a bundle. I figure you've got to have it to have any fun. I want the best liquors and a nice girl who won't worry me about marrying her. I don't visualize the picket fence type of living; that's sheer boredom."

Enough Is Quite A Bit

It has been observed that many people don't care about money, they just want the things money buys. That's at least partly true of the class of '57; their idea of "enough" material goods often adds up to more than a modest scale of living. Aside from a few prospective teachers, few senior men interviewed expect to be earning less than $12,000 to $15,000 a year by 1967. Eight to 10-room homes and well-filled two-car garages are a minimum. But a few of the co-eds admit they're perhaps aiming too high, talking about an immediate scale of living comparable to what their parents achieved only after years of work.

Senior men and women agree on their desire for large families. To the question, "How many children?" common answers were "five," "six" or "as many as I can afford." Even now, graduating seniors are figuring how much their children's education will cost. Their estimate: $10,000 each.

Almost none of the senior girls interviewed were career minded. Some expect to work for a few years after graduation, but most job choices will be dictated by where husbands or prospective husbands are living and working. "My friends' main interest is getting married," says Miss Rehbein, sitting in a corner of the Wisconsin student union's Rathskeller, where either of two leading state products, milk and beer, can be bought for a dime. "The few girls who aren't getting married right away joke about it, that we're the ones who are different. Wedding plans are all you hear in the dorms."

Mrs. Roosevelt Too Vigorous

The ideal of today's co-ed was vividly illustrated by a recent search for a women's day speaker at Wisconsin, relates Dean of Women Martha Peterson. "The girls liked Mrs. Nixon. It wasn't that she's the vice president's wife, but because she contributes to her husband's career and has nice children. Mrs. Roosevelt is a little too vigorous for them, and the girls don't care for the glamorous clothes horse type." (Mrs. Nixon wasn't available, so there was no program this year.)

If professed salary goals are limited, so are ideas about "getting ahead." Graduates see opportunity mainly in terms of rung-by-rung advancement. "I don't think anybody has to elbow or stab to get ahead," says Bill Heins, husky Wisconsin senior. "A guy likes to be able to look ahead," adds classmate Bob Firnhaber. "One of the reasons I selected Edsel was the people there got out the organizational chart and said if everything goes all right, here's where you'll be in five years, there's where you can be in 10. Doggone it, you talk to a guy up in the organization and you like to be able to see how you might progress to his job, how long it takes, what he makes and what you'll do in between."

Few Fears of Depression

A possible explanation of the class of '57's views on earning a living is a widespread, though not universal, conviction that never again will there be a depression of the magnitude of the 1930's. The Government, say the June grads, can and will prevent anything worse than recession.

"As long as people who have experienced a depression are in Government, they're not going to let it happen again," states Robert Jones, an Ohio senior who hopes to work for the State Department. A classmate, Don Carnicom, confidently adds, I'm not really concerned about a depression because the Government has built-in safeguards." And still another Ohio State student, Don Josif, who plans to teach social studies in junior high, notes that such controls are both necessary and desirable, though he's not so sure about everlasting prosperity. "The Government is the only one to oversee such an operation as the economy. Still, we'd be foolish to think we can live another 50 years without a depression."

There's even greater student agreement that Government should have a decisive role in the economy, a view that seemingly stems from a general concurrence that the forces of competition no longer govern economic affairs. In the living room of the Sigma Phi fraternity house at Hamilton, four seniors express some ideas that cropped up in very similar form on other campuses:

"Competition in Sales"

"I don't think we're on a competitive basis in any real sense," says one. "There are so many big companies," agrees another student, "that a new guy coming in can't compete."

"But there's still competition in the sale of products, if not in the production," objects a third student. His argument seems to carry little weight, though, for another insists that "the big companies always have the best product" and the man who opened the round counters that "a perfect example is General Motors and Kaiser; what chance did Kaiser have against G.M.?" Other student definitions of the U. S. economy included "competitive monopoly" and "segmented socialism."

The views of today's college graduates on depression, Government activity and politics are especially noteworthy. They were depression babies who have grown up in an era of big Government that has seen few politically successful challenges to social and economic changes wrought by the New Deal.

It is interesting to speculate about how the political ideas of the class of '57 may be translated into party alignments. For several decades students have been considered "liberal," and the Democratic party traditionally has had more appeal for young people. But today's graduates, say a number of veteran educators, are more conservative than their predecessors. (A Wisconsin professor charges that the current campus political attitude is "extreme indifference; they seem conservative only because they have no ideas.")

At any rate, campus radicalism, or liberalism—as expressed in organizations, rallies and petitions—is nowhere near the force it was in the 1930's and 1940's. Yet time after time, today's students who describe themselves as "conservative," or profess preference for the Republican party, reveal how much they have accepted ideas once considered among the main tenets of liberalism. Typical is Hamilton's Jason Eveleth, son of a corporate executive who says, "Right now we need a Republican, conservative Government to keep from getting too much socialism too fast." But he adds: "I want more Government control. The whole history of the United States has been the progress of social responsibility. There's no longer a free opportunity; people are too close together and they depend on each other."

"Don't Have All That Faith

This is not to say that confidence in Government is complete. In a give-and-take session at Wisconsin, Lauri Pike, who evidences more intellectual conflicts than many of her classmates, observes, "I don't feel safe with some of the people now in Government; I grew up thinking Roosevelt was a god, but now I see his mistakes. I fear there's a lack of leadership today."

For the most part, the class of '57 directs its political interest toward organization rather than philosophy. An Ohio State co-ed, Dorothy Volpe, for example, says she "favors the Republican party" because "it's better organized and stronger." In politics as on the job, the seniors show little inclination to challenge established systems.

Whether its campus or national politics, "students are more fascinated by the techniques and ballyhoo than by any issues," states William Guthrie, vice president of student affairs at Ohio State. "The controversy is neither liberal or conservative—just politics. The techniques were always there, the bonfires, parades, handbills and so forth, but somewhere along the line the issues were dropped out."

This interest in the pragmatic rather than the philosophic also is evident when talk turns to war, disarmament and the hydrogen bomb. Though some educators believe the threat of nuclear warfare contributes to subconscious tension on campuses, the students themselves say they seldom think about the possibility of war. The individual can do little to determine whether the H-bomb ever is used, say today's graduates, so why fret about it?

Seward.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Mr. Seward

from: Mr. Murrow

May 24, 1957

I really resent this sort of thing and I hope the Sales Manager has been properly told off.

fc

E.R.M.

CBS RADIO

Office Communication

to: Miss Kay Campbell

from: Mr. Seward

May 20, 1957

I am returning the telegram which had been sent over Mr. Murrow's name to the White Distributing Company on May 5, 1957. I am sorry to report that the Sales Manager of our company-owned station in Los Angeles told a representative of the Hancock Oil Co. that it would be all right to send such a telegram to about 175 Hancock Oil dealers. Needless to say, said Sales Manager was completely off base in doing this and we have taken such action as should prevent a recurrence. We don't permit this sort of thing for any of our people and we feel that Mr. Murrow, of all persons, should not be put in the position of appearing to ask people to tune in to his program.

J.M.S.

Enclosure

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Seward,

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: Jim Seward

from: Kay Campbell

As you will see from the message written on the back of this wire, it was sent in by one of our listeners. We have no record in this office of having authorized the sending of such telegrams. Should we take any action in this matter?

K.C.

Seward

CBS RADIO

Office Communication

to: Messrs. Paley, Stanton, Hayes cc: Mr. Murrow

from: Mr. Seward

March 11, 1957

Account of Dr. Walter's illness, Bruno Zirato is advising all who had accepted the dinner invitation that it will be indefinitely postponed.

Apparently Dr. Walter had a mild heart attack and there are some traces of pneumonia. The doctors, however, expect a good recovery reasonably soon.

J.H.S.

Dear Ed:
This eliminates your March 19th commitment.
Jim
3/11

Columbia Broadcasting System, Inc.

F. 502

OFFICE COMMUNICATION

Seward.

To

From Mr. Seward

Station Mr. Murrow

May 10, 1957

Marlene Dietrich tells me she is willing and eager to do radio. Here are some scripts and a couple of records of the show she owns. Maybe somebody would care to read and listen.

E.R.M.

rh

Seward

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

cc: Mr. Salant
Mr. Fisher
Mr. Evans

May 3, 1957

Here is a photocopy of Bill Bratter's letter of May 1 in which he tells us that "all broadcasts of the 'Commentator' spots were discontinued" on April 30. I am holding the original of this in my files.

Jim

J.M.S.

Attachment

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LAW OFFICES
MARSHALL, BRATTER, GREENE, ALLISON & TUCKER
521 FIFTH AVENUE, NEW YORK 17, N. Y.
MURRAY HILL 7-3080

EDWARD M. BRATTER
JEROME L. GREENE
WILLIAM J. BRATTER
JOHN P. ALLISON
SIMON GROSS
OSCAR L. TUCKER
MARVIN J. BLOCH
ROYAL E. BLAKEMAN
EDGAR J. NATHAN, 3rd

WARREN S. TENNEY
RAPHAEL G. SCOBEY
HOWARD D. STAVE
DAVID DOLGENOS

JAMES MARSHALL
COUNSEL

CABLE RETTARB, NEW YORK

May 1, 1957

Mr. James M. Seward
Executive Vice President
CBS Radio
485 Madison Avenue
New York, N. Y.

Dear Jim:

In accordance with your request, I am writing to you to confirm the advice which I have previously given to you to the effect that Grey has advised me that all broadcasts of the "Commentator" spots were discontinued yesterday and that no further broadcasts thereof will occur.

Needless to say, I am pleased that this matter has been resolved to the satisfaction of all concerned.

Regards.

Sincerely yours,

Bill

WILLIAM J. BRATTER

WJB:deb
BY HAND

Seward

CBS RADIO

Office Communication

to: Messrs. Paley, Stanton, Hayes & Lieberson cc: Mr. Murrow

from: Mr. Seward

March 5, 1957

Dr. Eric Oldberg, President of the Chicago Orchestral Association and a long-time personal friend of Bruno Walter, will be the principal speaker at the March 19th dinner.

J.H.S.

Seward

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

January 2, 1957

We would like, effective next Monday, January 7, to make provision for three one-minute commercials in your news program -- sixty seconds at the very beginning, sixty seconds before the Word for the Day and sixty seconds at the very end. The opening and closing minute periods will include the appropriate program and sponsor identifications as well as advertising copy. While the non-Murrow portions of the program will be increased from two minutes and thirty-five seconds, the three-minute provision for identification and commercial copy will still be less than the NARTB code provision.

The immediate cause for the format change is our acceptance of an order from the Boyle Midway Division of American Home Products (primarily floor waxes and furniture polishes) for forty-four stations beginning on that date. American Home Products is ordering all Pacific and Mountain Time Zone stations except Denver and will sponsor Mondays, Wednesdays and Fridays one week and Tuesdays and Thursdays the following week. They wanted to give us a fifty-two-week order with their right to cancel at the end of twenty-six weeks but because of the Detroit situation we persuaded them to give us the right to recapture on four weeks notice effective at any time after the first thirteen weeks. It is likely that we will shortly get a similar regional order from another sponsor for the midwest.

In the meantime, we had another very optimistic report this morning on the Detroit situation. You should also know that we checked the American Home Products situation with the prospective national sponsor's agency and we are given assurance that the proposed handling would not cause problems there.

Jim

J.M.S.

Columbia Broadcasting System, Inc.

OFFICE COMMU

To Mr. Seward

From Mr. Murrow

Station

May 8, 1956

I don't like this situation, but I don't suppose there is anything we can do about it.

E.R.M.

rh

EDWARD R. MURROW

May 8, 1956

Dear Mr. Watt:

Thanks for the clips. It is encouraging to know that the old fashioned radio is still regarded as important, because I personally get more satisfaction from it than I do television. I, naturally, dislike the thought of being carried five hours late anywhere, but there doesn't appear to be anything I can do about it.

Sincerely yours,

Mr. Thompson R. Watt
The Denver Post
Denver 1, Colorado

rh
cc: Mr. Seward
plus correspondence

Seward

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

cc: Mr. Hayes
Mr. Karol
Mr. Shaw

Yes.

June 11, 1956

If the Board meeting is over in time, would you mind coming over to our dining room at about 4:30 p.m. on Wednesday for the little get-together with our salesmen? This would permit Art Hayes and John Karol to be on hand for at least the beginning of the meeting before they leave to catch a 6:00 p.m. plane for Detroit. My own presence or absence will depend upon the vagaries of the White Plains jury room roulette wheel, as I am on jury duty there this week. I will probably be with you, however.

Jim

J.M.S.

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Seward, J.

CBS RADIO

A Division of Columbia Broadcasting System, Inc.

485 MADISON AVENUE, NEW YORK 22, NEW YORK · PLAZA 1-2345

JAMES M. SEWARD
Administrative Vice President

Answered by phone & sent "yes"

August 12, 1955

Mr. Edward R. Murrow
Glen Arden Farms
Pawling, New York

Dear Ed:

I returned today to find the matter of co-oping your radio program had again become a very pressing issue. I found that Ken Brown, the chairman of our Affiliates Advisory Board had received at least 20 telephone calls from individual stations; that Art Hayes and the Station Relations people were having another round of urgent 'phone calls and I had a call myself from our affiliate in Birmingham, Alabama. All the affiliates who called us readily agreed as to the importance -- to you, the network and their stations -- of not having your name or program connected with unsavory products or organizations, but they are equally emphatic in considering it unfair -- to you as well as to their stations -- to have to cancel the thoroughly legitimate bank, department stores or automobile advertisers who have sponsored your program in their cities for several years.

There seemed to be about 25 stations involved and these are the more upset because the withdrawal of your program from co-op sale hits them almost immediately after they have agreed to a substantial reduction in station payment.

Aside from this there is the practical problem that, because of Radio's economic problems, there is strong pressure on the individual stations to concentrate on programming which helps their sagging revenues. They carry network commercial programs and the network participation programs in which we have a few segments sold -- the latter because they have some reason to believe that we will sell additional network segments. Otherwise, they feel called upon to put in local programs for which they can obtain local participating sales. As the manager of the Birmingham station put it, they just can't afford to carry your program if they don't have the right to sell it, and once they use the time for another program, they will resist clearing for any future network sales we may make.

In the light of all this, we have scratched our heads some more and I would like to discuss the matter with you during your visit on Tuesday. My thinking leans toward advising the stations not called for by the network commercials that it may be sold locally, but that each sponsor and product must be subject to our advance written approval. Our notice would include the statement that we would not approve its sponsorship for the sale of such products as:

alcoholic drinks or beverages
depilatories
laxatives
deodorants
feminine hygiene products
insecticides
correspondence courses
reducing aids
medicinal preparations
loan and saving associations
night clubs, casinos or the like
accident insurance

Early in the summer, Lincoln-Mercury started the 9-week sponsorship of your program on the west coast regional network on a five days a week basis. They have now renewed for 52 weeks and, consequently, we will wish to maintain the commercial format on Tuesdays and Thursdays. John Karol tells me that Ford is still a lively prospect for the full network on Tuesdays and Thursdays.

Sincerely yours,

Jim

ls

Seward, James

CBS RADIO

Office Communication

to: Messrs. Hayes, Karol, Smith, Howard, Godfrey, Murrow, Miss Maginnis

from: Mr. Seward

July 13, 1955

I expect to arrive at the Pines, Cohuit, Massachusetts, Saturday evening, July 16, and to remain there until the following Saturday morning when I will return to Scarsdale.

Jim

J.M.S.

1137

Columbia Broadcasting System, Inc. Seward, Jos. F. 502

OFFICE COMMUNICATION

To Mr. Seward

From Mr. Murrow

Station

July 5, 1955

I've looked at Max Wylie's script, but only briefly, since I shall have no time to give it a thorough reading before I leave on vacation.

I think it best to return it to you before it gets lost.

E.R.M.

Returned script

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

June 21, 1955

Here is a copy of an article written by Max Wylie in which he advocates television as a means of making more efficient use of our teachers. It is rather lengthy but in the light of your interest in education, I thought you might nevertheless like to read it. If you don't have the time, just send it back to me and I will contribute it to the pile of papers on Sig Mickelson's desk.

Jim

J.M.S.

693

May 11, 1955

Dear Ed:

If you have the time – and the inclination – golf would be available this weekend at Scarsdale (with or without Herschell and Don Smith). And, needless to say, we would be happy to have you stay at our house as much as you could.

NO

Sim
(Seward)

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

July 23, 1954

As you know, I have been working for some time on the sale of so-called 16mm rights to SEE IT NOW films. I have talked with a number of organizations in the business of selling or renting films to schools, libraries, community organizations and the like, and I have also attempted -- through Art Duram at the agency -- to determine Alcoa's interest in obtaining the right to distribute such films in its own behalf. Insofar as Alcoa is concerned, I just haven't been able to get a definite answer of any kind, but so much time has elapsed since I first undertook to ascertain their interest that I think we had better assume that they are not going to undertake the project. The McGraw-Hill people seem to me to be our best prospect otherwise. They have been in the business for some time, seem to have a well-organized distribution setup and seem to me to be decent and responsible people. Edward Booher, the vice president involved, estimates that during the first year the twenty-five subjects of widest interest would gross about $100,000 and that they would gross another $75,000 during the first year from other subjects. The second year's gross, he thinks, would run at about the same $175,000 level, and that after two or three years the annual gross would run at about $250,000.

Booher reports that their sales of MARCH OF TIME films (of which there was a fixed quantity, many of them dated) ran at about $100,000 for the first year and $80,000 for the second year. They are now in the third year and believe its sales will approximate $40,000.

McGraw-Hill offers a royalty fee of 25% of the gross if we bear the editing and matching of negatives costs, and 20% if they bear these costs. I think it is very much better to have them handle the whole job and believe it possible that they will agree to do so with a 25% royalty.

If we can get them to that figure I think we should make a deal with them. We might be able to find some other concern which would pay a higher royalty rate, but I believe that McGraw-Hill has better distribution facilities and that your annual income from this source would be greater. There is also the fact that McGraw-Hill is a long-established, respected organization. What do you think?

I assume that we would make a deal through a corporation which would be owned by you and Fred and your and his nominees. The same corporation could handle Mid-Atlantic Parliament. Would the Carl Sandburg album come under the same umbrella?

I think I should remind you that we made an oral deal with CBS Television some months ago under which they agreed that you could use the SEE IT NOW films (which they own -- as physical property) in return for their right to use footage from SEE IT NOW films as background material in their syndicated film service. Sig Mickelson and Spence Harrison said that if you would like it that way, CTD would be willing to pay you 25% of its revenue from the use of

CBS RADIO

Office Communication

to:

from:

such footage in return for CTD receiving 25% of your revenue from the sale of 16mm rights. I think that this would be both unduly complicated and unremunerative to you. Do you agree?

I am sending along an extra copy of this memo and an addressed envelope so that you may endorse your comments thereon and return it to me.

Jim

J.M.S.

Attached is a letter from Dr. Frank Stanton, President of CBS, to Congressman Clifford Davis, Chairman of the Special Committee to Investigate Campaign Expenditures for the House of Representatives, 1960. This letter is in response to Chairman Davis' request for views on the length of time between national conventions and the General Election and on the costs of campaigning — particularly in light of the extensive use of television in the recent campaign.

The letter and its enclosure are sent to you in the hope you will find them a useful contribution to the subjects of Congressman Davis' important inquiry.

THE COLUMBIA BROADCASTING SYSTEM

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

FRANK STANTON
President

December 14, 1960

The Honorable Clifford Davis
Chairman
Special Committee to Investigate Campaign Expenditures
House of Representatives
Washington, D. C.

Dear Congressman Davis:

I appreciate your kindness in inviting me to testify before your Special Committee concerning the length of time between the conventions and the General Election, and concerning the costs of campaigning. I am indeed sorry that my commitments make it impossible for me to accept your invitation. I am, instead, taking the liberty of offering the views of CBS on these important issues by means of this letter; I would be grateful if your Committee could include it in the record of your proceedings.

First, we agree with you that at least as far as the basic purpose of a campaign is concerned -- the communication between candidates and the voters, and the opportunity for voters to gain first hand knowledge of the candidates -- the length of time of campaigns is, as you state, excessive. It is excessive in large part because broadcasting, and particularly television, which reaches almost every home in the United States, can now serve as a primary instrument for campaigning.

In fact, CBS has long been of the opinion that radio and television outmode lengthy campaigns as a means of communication between candidates and voters. I am attaching as part of this letter an address by Chairman of the CBS Board, William S. Paley, entitled "Television and the Presidential Campaign" delivered before the Poor Richard Club of Philadelphia on January 17, 1953. The 1952 Presidential campaign was the first to occur after television had become a truly general medium of communications. Mr. Paley, in his address, noted that it was the first Presidential campaign in which the role that television played "was a dominating factor." Through television, the voter "was able to obtain a more direct and intimate sense of participation in the political life of the nation, and in the problems

that it faces, than he had ever enjoyed before." Television, Mr. Paley remarked, "brought the vast canvas of national politics within human compass by reducing its scale to the warm and familiar dimensions of the home....And just as the extraordinary intimacy of television brought to the voter a sharper personal impression of the candidate, it also provided him with a deeper understanding of the issues involved."

Mr. Paley said that despite the new techniques afforded by television "the candidates went through the same wearying activities that candidates have always been forced to go through" -- traveling extensively and exhaustively. And so in 1953, Mr. Paley came to this conclusion:

> "It seems to me that one of the central and major contributions which television can make to our political life is to shorten the campaigning process by a considerable length of time. In this connection, I would like to present for the earnest consideration of the two major political parties the proposal that the National Conventions should start around September 1. Allowing three weeks for the completion of the nominating process, this would leave approximately six to seven weeks for the two candidates to present their cases to the people. The effective use of television and other media of communication, combined with the basic minimum traveling demands required by political necessity, would, in my judgment, enable the candidates to register a deep and pervasive impact on the electorate during this seven-week period."

It seems to us clear that developments since 1953 immeasurably reenforce the conclusion then expressed by Mr. Paley. Virtually every voter in the land can now see and hear the candidates in his own home. Equally important, particularly in the 1960 campaign, vital new techniques have been developed in the field of political broadcasting. Thanks to permanent amendments to the equal time requirements (Section 315) of the Federal Communications Act, candidates in the last campaign could be, and were in fact, presented in interview, on the spot news coverage and other programs, which prior to the 1959 amendments were often precluded as a practical matter by the rigidity of Section 315. Perhaps of even more significance for present purposes, the temporary suspension of Section 315 by S.J. Res. 207 made it possible for radio and television to present the Presidential candidates in four hour long face-to-face discussions, each of which was seen by an average of 71,000,000 viewers and which undoubtedly played a decisive role in the election.

In the recent campaign the Presidential and Vice Presidential candidates chose to travel more extensively than ever before and to speak

more frequently on their travels. But it seems to us that whatever their reasons for doing so, the role which radio and television played in the 1960 campaign clearly permitted, and perhaps even demanded, a shorter campaign period.

The second issue on which you ask for comment -- the cost of campaigning -- is, of course, closely related to the first issue of the length of campaigns. It would seem quite probable that shortened campaigns would entail less costly campaigns.

Beyond this, however, permanently suspending Section 315 for all offices would also make it possible to cut down on campaign expenditures. As you know, broadcasters made extensive utilization of the suspension of Section 315 for Presidential and Vice Presidential candidates. The time which the networks and the individual stations gave to these candidates under the 1959 amendments to Section 315 and under S.J. Res. 207 had a value of many millions of dollars. For example, the value of the time and production costs of programs presenting the Democratic and Republican Presidential and Vice Presidential candidates on the CBS Television and Radio Networks alone totalled $1,425,500. The other five nationwide networks as well as many of the individual stations throughout the country made comparable contributions, not only in respect of Presidential and Vice Presidential candidates but also when the 1959 amendments to Section 315 and the number of candidates involved permitted, to candidates for other offices as well.

Thus it seems to us clear that the permanent suspension of Section 315 for all offices can serve to reduce the necessity for campaign expenditures in general. For we are confident that if the broadcasters are permitted to present candidates in debates, in face-to-face discussions and in similar appearances, they will do so wherever feasible.

I should point out, however, that even the repeal of Section 315 may, in certain circumstances, not open the way as a practical matter to the broadcasters' presentation of those who are candidates for other than a nationwide, statewide or other broad area office. This can best be illustrated by reference to the New York City and Chicago television stations. Because of the concentrations of population in the New York City and Chicago areas, there are 48 Congressional districts in the coverage area of the New York City stations and 21 Congressional districts in the coverage area of the Chicago stations. The difficulties with which such broadcasters are faced in presenting candidates for the House of Representatives are readily apparent. Even assuming that there are only two major candidates for the House of Representatives in each district -- often contrary to the fact in the New York City area -- 96 such candidates would be involved. If the New York City station would do no more than present each of the two opposing candidates in face-to-face discussions for a single one-

half hour for each pair, 24 hours would be involved for the station -- three hours each week for an eight-week campaign period for the candidates for the House of Representatives alone.

It is not immediately apparent to us that this practical problem of time can be solved in respect of such candidates where stations cover highly concentrated population centers. But in other circumstances and for other offices, it seems to us that the repeal of Section 315 should go a long way to relieve the pressures caused by the high costs of campaigning insofar as such costs involve the use of broadcast media.

If there is any further information which you may wish, please do not hesitate to call on me.

With all good wishes.

Sincerely,

/s/ FRANK STANTON

Enclosure

Frank Stanton

CBS NEWS

Office Communication

to: DR. STANTON

from: Mr. Murrow

November 15, 1960

In reply to your query about the letter from Stanley Marcus, I always answer such requests by saying that I have long ago had to decide between making speeches and chairing panels or fulfilling my commitments on radio and television. In this instance I have no alternative but to decline the invitation and would appreciate it if you would so inform Mr. Marcus.

gw
att.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Dr. Stanton

November 7, 1960

How would you prefer that this request from Stanley Marcus be handled?

FRANK STANTON

ww

Neiman-Marcus

DALLAS 1 TEXAS
November 3, 1960

DR. FRANK STANTON
COLUMBIA BROADCASTING SYSTEM
485 MADISON AVENUE
NEW YORK, NEW YORK

MY DEAR FRANK:

The Dallas Council on World Affairs, of whose board of directors I am the chairman, is planning to co-sponsor a forum entitled "Where Are We in Space" with the American Astronautical Society on the evening of January 17th. This proposed forum is for serious laymen and not exclusively for professionals.

Dr. Werner von Braun and Dr. James Van Allen have already accepted for participation in the panel and the acceptance of Lt. General B. A. Schreiver and Mr. Robert Gross, Lockheed Aircraft, is awaited with confidence. NOW we are most anxious to get Ed Murrow as a moderator for the panel, particularly since he moderated the CBS feature shows "Missile Gap" and "Space Lag". Would you use your good offices to get his acceptance for us or would you tell me the best route to pursue if you feel that there is a better way of getting an affirmative answer.

With best regards,

Stanley Marcus

SM/ac

32-10 Revere Road
Drexel Hill, Pa.
February 11, 1960

Dr. Frank B. Stanton
C.B.S.
Executive Offices
485 Madison Avenue
New York, N.Y.

Dear Dr. Stanton:

It certainly has been encouraging to see the leadership you have taken in insuring honesty on television. Last night your network hit a new high in honesty when, at the end of the U.S. Steel Hour they announced that "portions of the preceding program, which was recorded, were pre-recorded." If we had not been told of this, some of us might have thought that Fred McMurray could change and wash his face in 30 seconds. Imagine the wave of moral indignation which would have swept the country if this had been discovered to be a hoax.

The particular program however raised an even deeper moral issue that should, I feel, be called to your attention. During the entire hour 3 men, Fred McMurray, Wally Cox and Hans Conried pretended to be cowboys. As far as McMurray is concerned I happen to know for a fact, from having watched the late show on another network, that he is really a Madison Avenue type executive who is in love with Rosalind Russell (I didn't stay up long enough to find out if he really ever married her). As far as this fellow Cox is concerned I am not sure who he is since I haven't seen him around in sometime but I think he is really an unemployed schoolteacher. As for Conried, who ever heard of a cowboy named Hans on any network.

As you can probably tell from this letter, I am a college graduate and not as easily fooled as some people. But I say if we are going to have entertainment let us have honest entertainment and do away with these deceptive practices.

Very truly yours,

Walter E. Lehmann

(MURROW) Frank Stanton

T-V COMMENTATOR EDWARD R. MURROW HAS SEVERELY CRITICIZED THE PRESIDENT OF THE COLUMBIA BROADCASTING SYSTEM, FRANK STANTON.

MURROW SAID, AND THESE ARE HIS WORDS, "DR. STANTON HAS FINALLY REVEALED PUBLICLY HIS IGNORANCE BOTH OF NEWS AND THE REQUIREMENTS OF TELEVISION PRODUCTION. HE SUGGESTS THAT PERSON-TO-PERSON, A PROGRAM WITH WHICH I WAS ASSOCIATED FOR SIX YEARS, WAS NOT WHAT IT PURPORTED TO BE. I AM SORRY THAT DR. STANTON FEELS THAT I HAVE PARTICIPATED IN PERPETRATING A FRAUD UPON THE PUBLIC."

MURROW CONTINUED, AND AGAIN WE QUOTE, "MY CONSCIENCE IS CLEAR. HIS SEEMS TO BE BOTHERING HIM."

STANTON HAD CRITICIZED PERSON-TO-PERSON BECAUSE IT WAS REHEARSED. IN A STATEMENT IN LONDON, MURROW SAID, "THE ALTERNATIVE TO A DEGREE OF REHEARSAL WOULD BE CHAOS. SURELY STANTON MUST KNOW THAT CAMERAS, LIGHTS AND MICROPHONES DON'T JUST WANDER AROUND A HOME."

-0-

EDWARD R. MURROW
485 MADISON AVENUE
NEW YORK 22, N.Y.

The Connaught Hotel
Carlos Place
London, W.1.

PERSONAL.

November 21, 1959.

Dear Jim:

I think you should have a copy of the statement drafted here the day Ralph Colin flew over to talk with me, just for your information. Sorry to have been so remiss in not sending it before.

As ever,

Ed

Mr. James M. Seward
580 Park Avenue
New York 21, N.Y.

At New Orleans recently, Dr. Stanton in the course of an address referred to the recent quiz program disclosures and announced that because of the inherent impossibility of policing their production, CBS had decided to eliminate from its program schedule all programs based upon contests for large sums of money or lavishly expensive prizes. He went on to say that "this single action will not accomplish our aims....we do propose to be more certain in the future that it is we and we alone who decide not only what is to appear on the CBS Television Network, but how it is to appear. We accept the responsibility for content and quality and for assurance to the American people that what they see and hear on CBS programs is exactly what it purports to be. . . Details of how this general policy is to be implemented will be revealed step by step as they are developed."

After the inclusion of those statements in a prepared address, and although no programs were therein referred to by name, in the course of a telephone interview from New Orleans with a New York reporter, Dr. Stanton referred, among other things, to certain interview-type programs which might possibly require examination as to whether or not there had been sufficient disclosure that they were not entirely unrehearsed. Included among the programs thus named were PERSON TO PERSON, a program originated by Edward R. Murrow and his associates but for some time past and now owned by CBS.

No suggestion was made by Dr. Stanton that PERSON TO PERSON was not a highly desirable program or that there had been included in its format any such deceits as had been involved in certain quiz programs. Dr. Stanton's reference to PERSON TO PERSON was rather by way of explaining by example the statement in his New Orleans address that CBS would not stop with its action of eliminating quiz programs whose inherent nature tempted the use of deceitful practices, but would go beyond the elimination of deliberate deceit to make certain that in the future there would not be even unintentional deception and that all of its programs would be revealed to be exactly what they are.

In the case of PERSON TO PERSON there never had been any affirmative suggestion that the show was not prepared and rehearsed. In the nature of the program it had to be - and a knowledge of that fact by the public would not detract in any degree from the success or appeal of the program. It was Dr. Stanton's statement that in the case of programs such as PERSON TO PERSON, and other interview programs, it would be affirmatively indicated in the future - and there is no reason why it should not be so indicated - if they are not entirely spontaneous.

No suggestion was intended that either Mr. Murrow or his associates had been lacking in integrity in the past production of PERSON TO PERSON.

Mr. Murrow's comments on Dr. Stanton's statements were made in London without a full realization of the background facts and in the mistaken belief that his integrity and that of his colleagues as producers had been attacked. In those circumstances his remarks were, perhaps, unduly vitriolic. Mr. Murrow not only applauds and vigorously supports, but has previously advocated, the CBS basic policy of assuming responsibility for what appears on the network and how it appears and for seeing to it that in the future its programs will be exactly what they purport to be. Mr. Murrow will conform to that policy by continuing to produce his own programs in full accordance with the principles.

Mr. Murrow, still on leave in London, authorized the comment that "If this policy is carried out - is generally supported by the industry, by sponsors and the public - television will become, as a result of CBS leadership, a more reliable and responsible medium."

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AL EDC1297/CBS3 ED MUR 3/42

STOP PARAGRAPH ALL I HAVE ASKED OF YOU IS THAT YOU INFORM THE VIEWEING PUBLIC OF THE PRODUCTION PRACTICES ON PERSON TO PERSON SO THAT THE PROGRAM CAN BE EXACTLY WHAT IT PURPORTS TO BE SINCERELY CC TO MURROW UNQUOTE REGARDS

BURKE

See 9/42

Stanton, F.

[October 1959]

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N.YP. 11-11-59

Daily CLOSEUP

Frank Stanton

President of CBS

By JOSEPH WERSHBA

In the beginning, William S. Paley created the Columbia Broadcasting System. Frank Stanton coordinated and expanded it. Talent like Edward R. Murrow breathed a soul into it. And once, during the McCarthy days, Murrow even saved it.

That has been the short and happy history of CBS. It waxed fat, powerful, often honorable and always highly profitable. Now, however, the network—like the rest of the industry—faces the worst crisis of its history. The quiz scandal has left it close to a state of defenselessness. To compound its peril, Murrow publicly labeled Stanton "ignorant" at the precise moment that Stanton was attempting to step forward as the industry's chief savior.

The clash of personality between the network's longtime star, Murrow, and the network's longtime president, Stanton, is something that may yet have to be resolved by Paley, chairman of the board. You have to take all three into consideration to understand each one. Right now, however, Frank Stanton is carrying the ball for CBS. It's his to do or die.

He is a tall, handsome man, with yellow hair turning bronze, about the only sign, perhaps, that he's now 51 instead of 37—the age at which, in January, 1946, he was elevated to the presidency of CBS. They called him "the boy wonder of the networks" then, and the nickname was usually uttered more in envy and respect than in derision.

His appearance last week before the House subcommittee investigating the quiz mess was the accomplished performance of an executive who may know more details about more aspects of his business than any other executive. It was also the delivery of a man who loves his business and is prepared to defend it passionately.

* * *

The broadcasting business has been good to Frank Stanton ever since he joined it, 24 years ago. His salary is in the $200,000-a-year range and his ownership of CBS stock puts him in the millionaire class.

In turn, Stanton has been one of the main reasons CBS has been so prosperous in the past quarter century. He was a pioneer in "program analysis." He invented machines that painstakingly recorded the public's reaction to programs—virtually every laugh, every sigh, every yawn and every turn of the knob. Theoretically, when the networks discovered how people reacted to programs, sponsors would at last have a sure-fire way of knowing what shows could sell their products best.

And that's the very reason, Stanton's critics say, that the industry is in the mess it's in today: the search to "give the public what it wants" put the industry in the hands of salesmen. It led to the excesses of the "rating system," which led to sameness and imitation in programming. And that in turn, say the critics, made it imperative for networks, sponsors and producers to do everything they could to keep their ratings high. One result was the quiz disaster.

The Murrow camp, aside from personality differences, holds Stanton responsible for the downgrading of news programs, especially "See It Now." The Stanton camp replies that the only "downgrading" that took place was to make Murrow realize that he was really just part of the network—and not bigger than it.

Stanton insists that the basic problem of programming is "balance." He says the industry is now moving in the direction of greater emphasis on news and public affairs. His demand for "honest labeling" of TV shows has made him the butt of a million laughs—the sour kind. His promise to clean up the industry, even down to the elimination of "canned laughter," is something on which he will have to produce—or else.

He is under the gun as never before.

* * *

Stanton came to CBS in 1935 from Ohio State University, where he had a teaching scholarship in psychology. He was one of the first to write about "radio listening behavior," and he made sure that copies of his scholarly articles found their way to the CBS brass.

Finally, he wrote an article which claimed that advertising copy for the ear was longer lasting [hence more profitable] than advertising copy for the eye. CBS could wait no longer. They hired him away from his near-starvation stipend at Ohio State. By 1938, he was director of CBS research.

He rapidly became the closest thing to CBS' indispensable man, especially during the wartime years when Bill Paley became a colonel with the U. S. information services and Stanton was left to mind the store. In 1942, he was elected vice president and general executive, in 1945 he moved up a notch to general manager, and in 1946 he was elected president.

The "Dr." in his name is for his Ph.D. in psychology. He was born March 20, 1908, in Muskegon, Mich., but his family moved three months later to Dayton, Ohio, which is really his home town.

Stanton and his wife, the former Ruth Stephenson, live in the East 90s. They have no children. They have been married since 1931. She is the only girl he ever dated. They met at a church party when both were high school freshmen.

Stanton, F.

Statement by Ed Murrow October, 24, 1959

Dr. Stanton has finally revealed publicly his ignorance both of news and the requirements of television production. He has discovered suddenly that not all diplomats at the United Nations will answer all of Larry LeSueur's questions. He suggests that Person-to-Person, a program with which I was associated for six years, was not what it purported to be. Surely Stanton must know that cameras, lights, and microphones don't just wander around a home. The producers must know who is going where and when and for how long. They must know whether the individual will require twenty seconds or two minutes to answer a question. The alternative to a degree of rehearsal would be chaos. I am sorry Dr. Stanton feels that I have participated in perpetrating a fraud upon the public. My conscience is clear. His seems to be bothering him.

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AL EDC1297/CBS3 ED MUR 3/42

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BURKE

CONFIRMATION OF CABLE
TELEPHONED AT .....
BY Sow 9/4

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York · PLaza 1-2345

FRANK STANTON
President

October 22, 1959

Messrs. John A. Aaron
and Jesse Zousmer
PERSON TO PERSON
501 Madison Avenue
New York 22, New York

Dear Messrs. Aaron and Zousmer:

I have just read your letter of today.

My statement that in the future we want all CBS programs to be exactly what they purport to be was certainly not intended as a slur on PERSON TO PERSON, its producers and staff, or on the many guests who have appeared on that program. Indeed, it referred to a production practice for which, as I have admitted, we at CBS have been at least as responsible as anyone else.

All I have asked of you is that you inform the viewing public of the production practices on PERSON TO PERSON so that the program can be exactly what it purports to be.

Sincerely yours,

/s/ FRANK STANTON

cc Mr. Edward R. Murrow

COPY

VIA COMMERCIAL CABLES

PRESS URGENT OCT. 24, 1959.

C.B.S. INC.
NEW YORK

URGENT FOR SIG MICKELSON INFORMATIVELY IN RESPONSE TO BARRAGE QUERIES HERE AND TRANSATLANTIC AM RELEASING FOLLOWING REMARKS IMMEDIATELY QUOTE DR. STANTON HAS FINALLY REVEALED PUBLICLY HIS IGNORANCE BOTH OF NEWS AND THE REQUIREMENTS OF TELEVISION PRODUCTION. HE HAS DISCOVERED SUDDENLY THAT NOT ALL DIPLOMATS AT THE UNITED NATIONS WILL ANSWER ALL OF LARRY LESUEUR'S QUESTIONS. HE SUGGESTS THAT PERSON TO PERSON, A PROGRAM WITH WHICH I WAS ASSOCIATED FOR SIX YEARS, WAS NOT WHAT IT PURPORTED TO BE. SURELY STANTON MUST KNOW THAT CAMERAS, LIGHTS AND MICROPHONES DON'T JUST WANDER AROUND A HOME. THE PRODUCERS MUST KNOW WHO IS GOING WHERE AND WHEN AND FOR HOW LONG. THEY MUST KNOW WHETHER THE INDIVIDUAL WILL REQUIRE TWENTY SECONDS OR TWO MINUTES TO ANSWER A QUESTION. THE ALTERNATIVE TO A DEGREE OF REHEARSAL WOULD BE CHAOS. I AM SORRY DR. STANTON FEELS THAT I HAVE PARTICIPATED IN PERPETRATING A FRAUD UPON THE PUBLIC. MY CONSCIENCE IS CLEAR. HIS SEEMS TO BE BOTHERING HIM. STOP UNQUOTE REGARDS

ED MURROW.

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from:

COLUMBIA BROADCASTING SYSTEM, INC.
485 Madison Avenue, New York 22, N.Y.
Plaza 1-2345

For Release on Delivery
3:30 PM, EDT, October 16, 1959

RADIO TELEVISION NEWS DIRECTORS ASSOCIATION

A New Freedom -- A New Responsibility

Frank Stanton, President

Columbia Broadcasting System, Inc.

New Orleans, October 16, 1959

I am greatly honored to receive this first Distinguished Service Award of the Radio Television News Directors Association. It means all the more to me that it comes from an association of those so keenly aware of both the opportunities and the problems of broadcast journalism. I appreciate it very much, and I am very grateful.

I am aware also, however, that you mean to pay tribute to an event of very considerable significance to electronic journalism -- the revision of Section 315 of the Communications Act. This was not the work of any one person -- most certainly not of me. It was the achievement of many people, within the Congress and outside of it, who recognized a fallacious and dangerous situation and who did something about it promptly and clearly.

The matter was promptly put in proper perspective by the President of the United States in a public statement. Members of the Congress, in both the Senate and the House, assumed responsibility for the introduction of effective remedial legislation. The leadership of both parties in both houses moved swiftly and competently to get the legislation through open hearings before their respective committees,

to see that it was fully debated in both houses, put to a vote, and finally brought to a workable conclusion in joint conference.

All this seems to me to represent the democratic process working at its best. The language of Section 315 had been on the statute books for over a generation, but the Lar Daly decision, reducing it to an absurdity, was only a few months old when it became apparent to almost everyone that something had to be done. For all practical purposes, electronic journalism was forbidden to use its unique capabilities to report political news or even political personages. Meanwhile, the first session of the Eighty-Sixth Congress was approaching its end. And the pivotal pre-primaries of the 1960 Presidential campaigns were already beginning. The chances could have seemed very remote that the slow legislative grindings of a representative government would correct our difficulty within a matter of months.

But they did. Action was fast, and, within the corrective limitations that it set for itself, it was intelligent. The most crippling provisions of Section 315 were removed. Aside from the direct relief this revision brought to our field of journalism, the whole episode was eloquent testimony to the effectiveness of democratic government even under tremendous time pressures -- if enough people care.

In this respect, all of us here today should be particularly sensible of the enormous job done by our colleagues of the printed media. I have been in this industry now for three decades. Never in all my years in this field have I seen the press take such an emphatic and unanimous view of any issue affecting broadcasting as the newspapers of this country took of the implications of the Lar Daly de-

cision. The newspapers and the news magazines not only reported the issues involved fully and clearly to their readers; they took a forthright stand against any doctrine that sought to restrict the freedom of communications -- whether it touched the printed press also or left it alone.

This almost universal recognition of the indivisibility of the freedom of the press strikes me as one of the most significant milestones in the coming of age of broadcast journalism. I would like to think that the marking of that milestone is why we are here today. And I think that we should take a few minutes to consider what it means to us in terms of the future.

We must abandon all thought that the revision of Section 315 has brought to broadcasting any privileges. It has not. It has brought only the acknowledgment of a right -- and rights involve responsibilities. This new freedom of radio and television, above all other things, enlarges our responsibility. We will be on trial to see if we can measure up to that responsibility. If we don't, we will have our wings clipped. And thus we will have the whole odyssey to go through all over again -- until, having won this new freedom, we show ourselves equal to exercising it.

We have some things against us and some for us as we face the test.

I might remind you, at the outset, that one of the things not on our side is time. Within a few months the candidates in one of the most important Presidential elections in our history will have been chosen.

I do not construe the Congress to have given us the right, by slow trial and error over the years, to evolve standards of fairness and completeness in handling campaign news. I believe that we have been given a vote of confidence that we are already sufficiently mature to meet such standards. It is up to us to prove that we deserved that confidence -- not ten years from now, but right now.

Well, can we prove it?

By historic standards, electronic journalism is extraordinarily young. The networks didn't really get off the ground in this news business until World War II. Some stations have not even yet hit their stride. By comparison, the printed press is ancient. Moreover, we have gained immensely from the hard-won rights and freedoms of the whole mainstream of American journalism from colonial days. Freedom of the press did not spring into full-blown existence by edict or by philosophic conviction alone. It came only after enough men, working at the daily business of making the press function fairly and justly as an ingredient of self-government, became deeply devoted to their calling, and conscientious, courageous and thorough in their labors.

We in broadcasting have no such past as that. We have as yet no separate tradition that gives us even a relative invulnerability to attack. We are, on the other hand, within the regulatory orbit of the government for technical reasons. And we are, therefore, more easily brought into the sights of legislative guns -- and more easily brought to account.

We must face our situation quite honestly. We have won a new and important freedom; we must meet the new responsibilities that are an absolute and integral part of that freedom. We must see to it that

the journalistic function is not submerged altogether or that it is dismissed cavalierly as a gesture to license requirements not deserving much thought. We must recognize it as a vital part of broadcasting. It must be carried out with distinction. This is the job of every station in the country, for with the revision of Section 315 every station has a wholly new burden of responsibility. I hope most earnestly that station managements will not see fit to dodge that responsibility.

I hope also -- and I believe -- that the members of this association, who are devoted to broadcast journalism, will bring a thoughtful, farsighted and judicious attitude to their work. In your hands rests the vindication of broadcasting's new freedom. You are all people of experience. You are sophisticated in the pressures, sensitivities, jealousies and tensions of election campaigns. You are also informed people, who have views and convictions of your own. I also believe, because I know many of you, that you are fair and responsible people. But you must know that you will be on the spot. The slide-rule has been rejected as an appropriate device for governing the coverage of campaign news by broadcast journalism. Human judgment has been wisely established in its stead. In many cases, it will be your judgment. Exercise it with wisdom, with insight, with detachment, with respect for the most powerful medium in modern communications.

After reading Chairman Doerfer's remarks of night before last, all I can say is that I hope you are right in giving me this award. I do not agree with what I understand to be the thrust of the Chairman's remarks. But that is a subject for another day.

The road of duty in discharging responsibilities that go with journalistic freedom seems quite clear. I wish the road were as clear in the entertainment areas of network broadcasting. Enormously complex problems arise in these areas, and we have had to grope our way cautiously toward their solution with few precedents to guide us.

In the news area we ourselves produce what is carried on our networks. In the entertainment area more than half of our television schedule is filled with programs supplied by independent producers.

Independent producers are most important to the whole scheme of things in broadcasting. They include talented, creative people working in a highly competitive field, and the broadcasting industry is constantly nourished by this stream of creative production. They supply a wide array of creative ideas that give variety and scope to a television network's schedule -- drama, variety, mysteries, comedies -- and quiz shows.

These productions brought to us by independent producers, or by advertisers, or both, are not our property. Indeed, to be openly critical of any one of them would have invited legal liability unless we had had hard supporting evidence.

The fact, as you probably know, is that when we were first informed in August, 1958, of possible irregularities in connection with one of the independently produced quiz shows on our Network, we started a thorough investigation. Within a week we had the evidence we needed, and the program was thrown off our Network. During the 14 months since that time, and as a result of continuing investigation, we have moved against three other such independently produced quiz shows.

As everybody knows by this time, millions of Americans were duped by what went on behind the scenes during the production of many of these quiz shows, and so were we.

Out of all that has happened in this much publicized episode in the history of broadcasting, we can be certain of two things. Whoever may produce programs, it has now been made crystal clear that the American people hold the networks responsible for what appears on their schedules. And whoever may be to blame in this whole tawdry business, we are faced with the fact that all of broadcasting has been hurt. Broadcasting has lost a degree of the public trust and confidence so essential to its effective performance.

We now know that however complex these matters may be, we cannot pass the buck to others if we are to deserve public trust and confidence.

We have indeed failed fully to meet our duty with regard to quiz shows -- the kind of responsibility which the American people expect us to discharge. As I see it with benefit of hindsight, we should have been more thoughtful and critical of the whole idea of exposing to millions of families games in which contestants can win large purses. We really did not face up to the broader implications -- whether such programs could ever be an appropriate form of widespread public entertainment -- whether in their very nature they might contain the seeds of their own abuse and eventual destruction, however well-intentioned the original concept may have been.

At any rate, the time has come for us to make certain that we at CBS are the masters of our own house.

We are now convinced that games whose major appeal is the winning by contestants of large sums of money or lavishly expensive prizes ought not to be carried on the CBS Television Network. The dangers inherent in such programs, as presently conceived, have been highlighted for all to see, and we do not believe that any system of policing, public or private, however carefully devised, can plug up all the possibilities for hanky-panky in the production of the programs.

I can therefore say that the Columbia Broadcasting System will no longer permit its network facilities to be used for such programs. With due notice to advertisers, programs in this category now on the CBS Television Network will be eliminated.

I want to make clear that this single action will not accomplish our aims.

We are taking a fresh, hard look at our basic operational theories and practices as they affect the whole pattern of what appears on the CBS Television Network.

We cannot, of course, tell others involved with production of television programs how to run their business. But we do propose to be more certain in the future that it is we and we alone who decide, not only <u>what</u> is to appear on the CBS Television Network, but <u>how</u> it is to appear. We accept the responsibility for content and quality and for assurance to the American people that what they see and hear on CBS programs is exactly what it purports to be.

We recognize that in the discharge of this responsibility we will undoubtedly be challenged in many ways from many quarters.

Details of how this general policy is to be implemented will be revealed step by step as they are developed.

In closing, may I point out that no one to my knowledge went before the Congress and asked for the new freedom of the revised Section 315 on the grounds that it would make broadcasting stronger. The burden of the plea was that it would make democracy stronger. Few people in history have been given the opportunity to contribute so directly thus to the strengthening of democracy as you, my friends and my colleagues, in this room. Let's meet the test. Let's match our new freedom with a sense of responsibility that will be the beginning of a whole new tradition in electronic journalism, so that it can be said of us that in 1959 we became fully of age.

* * *

Stanton

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Dr. Stanton

June 25, 1959

This copy is fine.

The more I hear about your plans, the more I wish I had been as smart when I negotiated my contract.

Don't forget to let me know your wishes about the date for the "sabbatical reception."

FRANK STANTON

FS

WW

Stanton

CBS NEWS

Office Communication

to: Dr. Stanton

from: Edward R. Murrow

June 25, 1959

During our very pleasant lunch a few weeks ago, you said you would be willing to have a look at what I might dredge up as a signoff for the radio show. I plan to say something along the lines of the attached and would be grateful for your comment.

I am still working on the signoff for PERSON TO PERSON and will try to get it up to you tomorrow.

Tonight this reporter departs this microphone for a year's leave of absence - a departure which has been rather overpublicised. Permit me a few words of personal explanation. I haven't been fired.....haven't quit..... my health is allright. For many years, there has been a clause in my long-term contract with CBS, permitting me to take a year off. I asked for the year off....and the corporation granted it. For twelve of the more than twenty years that I have been broadcasting, reports have been made at this time. They have represented the work of many people, here and abroad. We have not always been right.....but we have been looking for it. We have tried not to abuse this privileged opportunity to communicate and have not knowingly done violence to the truth. I would speak my gratitude to my colleagues and critics - both too numerous to mention by name.

The next year will be spent travelling, reading, listening,

keeping silent - in the language of radio, receiving instead of transmitting - trying to fill in some of the enormous gaps in my knowledge of this fascinating world. Unless curiosity curdles, I shall return to face this frightening microphone with a little more knowledge and assurance - at least the illusion that I know what I'm talking about.....being fully aware that some of you are of the opinion that this reporter has suffered from an acute case of that illusion for many years. My thanks to those of you who have reminded me that an amplified voice does not increase the wisdom or understanding of the speaker.

At the end of the year I shall hope to have learned a little. The hope may be vain.....but the prospect of trying is most pleasing.

MR. EDWARD R. MURROW
485/17

Statement of Frank Stanton, President
Columbia Broadcasting System, Inc.

Before the Communications Subcommittee of the
Senate Committee on Interstate and Foreign Commerce

June 18, 1959

Mr. Chairman and Members of the Subcommittee:

I appear in support of S. 1858, the Hartke Bill, and to urge its enactment. This Bill is not only of first importance to broadcasters and to electronic journalism; it is, I am persuaded, even more important to the public and its full participation in the democratic process.

Television has an enormous potential to quicken the public's interest in, and knowledge of, the nation's political life. It has a unique ability to present to the people everywhere -- on Main Street, the RFD route and Park Avenue -- a first-hand knowledge of the political candidates, of how they look, of how they speak, of how they think, of what manner of men they are. Radio and television can bring to the American people the opportunity to make their own judgments firsthand, not through what some reporter says about the candidates, but through what the voter can see and hear for himself.

But these great potential contributions to the democratic process have been frustrated by the rigidity and unrealism of Section 315 of the

Communications Act. Whatever the objectives of fairness and equality in which Section 315 was doubtless originally rooted, thirty years of experience have established that the Section represents an idea which once may have seemed to be good, gone completely wrong. The inescapable conclusion is that Section 315 does far more harm than good, and that its result is neither to increase diversity of opinion nor expand free speech but rather as a matter of practical necessity is a compelled suppression and blackout. This compulsion is as simple as it is obvious: Time and time again radio and television have been unable to present candidates to the American people because broadcasters have known that under Section 315 a half hour to a Democratic or Republican candidate can mean a total of four, eight or sixteen half hours to obscure and unknown opponents. So when a half hour has had to be multiplied to eight hours, we have had to forego the half hour. The result has been less, not more, broadcasting in the public interest.

This, we believe, is the unintended but pervasive evil of Section 315.

Perhaps some day the Congress will come to the conclusion, as we have, that the journalistic function of radio and television can no more be reduced to legislative prescription than can the journalistic function of newspapers and magazines. Fairness and even-handed treatment of politics and political candidates is not, we believe, a fit or even a possible subject for effective and sensible legislative or administrative prescription.

But I do not suggest that we proceed at these hearings to this ultimate issue of whether Section 315 ought to be repealed altogether. It is

enough now to focus on the Hartke Bill, which makes such important and desirable improvements that we urge its prompt enactment. I shall leave to future consideration the more sweeping remedy of Section 315's repeal.

There are three major areas in which the Hartke Bill provides relief from the suppressive restrictions of Section 315:

First, it relieves broadcasters of the obligation to give equal time to insignificant and fringe candidates for both nomination and election for the office of President or Vice President of the United States.

As far as nominated candidates for the Presidency and Vice Presidency are concerned, the Bill recognizes the political reality that normally ours is a two-party political system. Up to now, broadcasters have been forbidden to recognize this fact of political life. In 1952, for example, no less than 18 political parties had Presidential candidates. When we carried the acceptance speeches of General Eisenhower and Governor Stevenson, and later the dramatic meeting of General Eisenhower and Senator Nixon immediately after the Nixon fund episode, we thereby placed ourselves under an obligation to give equal time to such candidates as Eric Hass, Farrell Dobbs, Henry Krajewski, Don Du Mont, Homer A. Tomlinson, Fred C. Proehl, Edward Longstreet Bodin and Ellen Linea W. Jensen -- all individuals nominated for the Presidency by one party or another, from the Socialist Workers Party through the Greenback Party to the Poor Man's Party and the Republimerican Party. In 1956, there were, again, 18 political parties with Presidential candidates. They included the New Party, the For America Party, the

Mississippi Black and Tan Grand Old Party and the American Third Party; the minority party candidates got only 410,403 votes of the 62,027,040 cast; one of these minority parties -- the American Party -- got 483 votes; and one -- the Christian Nationalists -- was reported to have received eight votes.

Yet under Section 315 we are not permitted to distinguish between Eisenhower and Jensen, between the Democratic Party and the Christian Nationalists.

The Hartke Bill would remedy that. It would, thus, permit us to do a far more meaningful and useful job of covering the post-convention campaign since we will be able to concentrate on the Presidential candidates of the major political parties.

So too, the Hartke Bill will permit us to do a far better job in covering the preconvention campaigns of the major candidates for the Democratic and Republican nominations. By limiting the equal time requirements to substantial candidates for Presidential or Vice Presidential nomination, the Hartke Bill would permit us to avoid such a case as that of one William R. Schneider, who announced in 1952 that both Senator Taft and General Eisenhower were left wingers and that he, Mr. Schneider, was the only truly Republican candidate for nomination as President. The FCC ruled that, having given time to Senator Taft and General Eisenhower during the pre-nomination period, we were obliged to give free time to Mr. Schneider. The foolish reach of this application of Section 315 is revealed by the fact that in the Republican primaries Mr. Schneider's votes totaled only 230 and he was not, in the

view of the Republican Party itself, qualified even to be admitted to the Republican Party Convention Hall. Small wonder that, with the Schneider case on the books, we have had to be cautious indeed in how we cover Presidential nomination campaigns.

Section 315, applicable as it is to the most minor candidates for the Presidency and the most obscure aspirants for nomination, has made it impossible for radio and television to concentrate on the major candidates and issues. The Hartke Bill would remove this bar -- and that is the first important step forward.

A second major area of relief provided by the Hartke Bill is the exemption from the equal time requirements of news documentary, panel discussion, debate, or similar programs under the exclusive control of the broadcaster. Set campaign speeches are unaffected by this provision; so far as this subsection is concerned, such appearances remain subject to the full sweep of the equal time requirements. But broadcasters are allowed discretion in the very area where radio and television can make one of their great contributions -- face-to-face debate and extemporaneous discussion. James Reston of the New York Times has noted that these interviews and debates can serve as important antidotes to "one-way campaigns"; he has urged their use to offset candidates' reliance on "techniques of modern salesmanship" by which the candidates are encouraged to "put over their arguments without giving the people much chance to answer back."

Section 315, however, has normally made this kind of broadcast contribution to intelligent decision impossible. Under the present interpre-

tations of Section 315, debates and panel interview or round table discussions among candidates are generally foreclosed simply because it is unwieldy or impossible to have a debate among six or seven or -- as in one case -- seventy candidates for the same office. If we could limit ourselves to the major candidates, programs of these types would be able to make significant contributions to the processes of democracy. Precisely this opportunity is made possible by this provision of the Hartke Bill. If it becomes law, there will, in future campaigns, be an invaluable emphasis on face-to-face debates and direct discussions of the major issues in interview programs on all important political levels -- not only Presidential, but senatorial, congressional, gubernatorial and local.

The third important step forward, and perhaps the most urgent one, embodied in the Hartke Bill is the legislative exemption from the reach of Section 315 of "any regularly scheduled or bona fide newscast." Actually, this aspect of the Hartke Bill is not a net step forward at all; rather it is a precise recovery of lost ground -- a restoration to where we always thought we had been prior to the Lar Daly ruling of February 19, 1959, which was reaffirmed the day before yesterday. By exempting newscasts, the Hartke Bill would reverse the Lar Daly ruling and would lay it to rest once and for all.

I stated some time ago that the Lar Daly ruling was "perhaps the most severely crippling decision ever to be handed down with regard to broadcast journalism." It effectively forbids the broadcast media from functioning fully as radio and television reporters. Under that ruling, we can report only secondhand: A news correspondent can tell the viewer

or listener what a candidate said and what he looked like; but the audience to a news broadcast cannot hear the candidate say what he has to say, or see the candidate as he says it. Thus under the Lar Daly decision, the activities of a President cannot be fully reflected first-hand by radio and television from the time he is a candidate for renomination until election, probably a minimum of six months. One third of the Senators and all except voluntarily retiring members of the House will have their legislative activities banned from direct broadcast coverage for a period of months every other year. Senate or House Committee hearings can neither be televised directly nor reported on film nor tape recorded so long as a single committee member is a candidate for renomination or reelection.

I recognize that the Lar Daly ruling does not in terms prohibit this kind of coverage in newscasts. But that is its inevitable effect. For all practical purposes, the Lar Daly decision makes it a mathematical impossibility for radio and television to report any political campaign in its own way and take advantage of its own technical capabilities. For example, during the 1956 Presidential election campaign, the CBS Television Network devoted about 20 per cent of its news time to the Presidential and Vice Presidential candidates of the two major parties. Some time on virtually every newscast from Labor Day to Election Day was devoted to the campaign. And most of this 20 per cent was devoted not to reports of what was said, but rather to film showing the major candidates in the course of their campaigns. Under the Lar Daly decision, we would be required to give equivalent time -- almost certainly on these regular newscasts -- to all Presidential and

Vice Presidential candidates of all parties who asked for it. There were, as I have noted and as near as we can calculate, Presidential and Vice Presidential candidates of no less than 18 parties in 1956. To furnish them all with time equivalent to that which we gave in 1956 to the Democratic and Republican Presidential and Vice Presidential candidates would have required us to give time which totals substantially more than all the time spent by all our Television Network newscasts on all the news. And, of course, no time would be left for any other news.

It seems to me the conclusion is inescapable: Simple mathematics establishes that we will have no choice but to turn our microphones and cameras away from all candidates during campaign periods. For the first time in American history so far as I know, there will be a Federally enforced blackout on full electronic news coverage on grounds which have nothing to do with national security.

It is impossible to overemphasize the implications that this enervation of broadcast journalism will have for our health and strength as a democracy. That health and strength depend upon the ability of our people to make wise decisions and to make them promptly. And this ability hinges on a full, free, first-hand flow of information to the people. This is the heart and core, the essence and the genius of the democratic state.

The application of Section 315 to newscasts strikes at this fundamental concept. As the Hartke Bill recognizes by exempting newscasts from Section 315, this is an issue which should be settled once and for all

by the Congress itself which, after all, enacted Section 315 in the first place.

Thus the Hartke Bill remedies three major imperfections of Section 315. For this reason, we urge its prompt and favorable consideration. For I am persuaded that there is almost universal agreement that Section 315 is imperfect and iniquitous. Demands for its revision have come not only or even primarily from broadcasters. The reaction of the press, the public and the officers of the government to the Lar Daly decision applying Section 315 to news reports was more than disapproving. It was aroused and alarmed. And the disapproval went well beyond the confines of the Lar Daly case and often extended to other aspects of Section 315.

But the problem has not been whether to change Section 315; rather it has been how to change it. The great danger is that we will delay correcting the fundamentals because we cannot find all at once the solutions to scores of details. A presidential election year begins just six months from now. There is not time to draft legislation that will answer every objection to either Section 315 or the remedial legislation. The urgent thing is to take care of the most pervading and besetting dangers. No one worries about the ladder scratching the house when he is trying to put out a fire.

The essential of the matter is that the Hartke Bill does furnish direct relief to those of the primary destructive effects of Section 315 which can most readily be dealt with. Its prompt passage can very well mean the difference between the survival of a free journalism in this

country and the beginning of an erosion that can be interpreted as nothing less than the negation of democratic principles as old as the republic. Equally important, it can mean the difference between broadcasting contributing importantly to the election process and being merely the purveyor of time. And the difference depends upon how promptly this Subcommittee and the Congress act.

Four years ago when we at CBS first urged modification of Section 315, I pointed out that only about 75,000 people actually saw and heard the great Lincoln-Douglas debates. We felt, as we feel now, that television can provide on a nationwide basis the modern counterpart of such great political debates, making it possible for every citizen to see and hear the candidates debating and addressing themselves to the critical issues of our time.

In the conviction that this would be an enormous contribution which broadcasting could make and in the hope that the Congress would modify Section 315 so as to permit us to make that contribution, I told the Congress that if Section 315 were thus modified to make it possible, the CBS Radio and Television Networks would provide a number of hours of prime evening time during the Presidential election campaign for debates and discussions between the major Presidential candidates. That commitment I now renew on behalf of the CBS Radio and Television Networks. And on behalf of the seven standard radio stations and the five television stations which we own, I make a similar commitment to broadcast, in prime time, debates, press panel interviews and round table discussions participated in by the major candidates for the major offices in each city and state where these stations are located.

And I assure the Congress that we will not be niggardly in our interpretation of what is a major party and who is a substantial candidate. Any party, any candidate, with significant support nationally or regionally in Presidential elections, or locally in state and local elections, will be covered by the CBS networks or stations.

There are many who have been concerned about political apathy of the voters. They have deplored the relatively low percentage of eligible voters who actually vote compared to the percentages in other countries. Others have been disturbed at the possibilities of slick campaigns which they fear will obscure the real character of a candidate and the real issues.

The enactment of the Hartke Bill will make possible these programs to which I now firmly commit the CBS Radio and Television Networks, and which, I submit, will make invaluable contributions to a quickened, informed and intelligent democratic process.

* * *

FRANK STANTON

DEAR ED

HOPE YOU ARE GETTING
SOME SUN AND RELAXATION

Best

FRANK

2/22

Stanton,

COLUMBIA BROADCASTING SYSTEM, INC

485 Madison Avenue, New York 22, New York · PLaza 1-2345

FRANK STANTON
President

February 22, 1959

Dear Jack:

One thing on which there can be no disagreement is your final sentence in today's column.

Best wishes,

Mr. Jack Gould
The New York Times
229 West 43 Street
New York 36, New York

ww

COPY

Stanton

CBS NEWS

Office Communication

to: Dr. Stanton, Mr. Paley

from: Edward R. Murrow

February 20, 1959

I should like to record my thanks for the celerity and courtesy with which you granted me my leave of absence. I shall try to put it to good use.

Stanton, Frank
re LOA

COLUMBIA BROADCASTING SYSTEM, INC.

Operating Divisions: CBS-Hytron, CBS International, CBS Laboratories, CBS News, CBS Radio, CBS Television Network, CBS Television Stations, Columbia Records

485 MADISON AVENUE, NEW YORK 22, NEW YORK · PLAZA 1-2345

FRANK STANTON
President

February 16, 1959

Dear Ed:

I have your letter of February 11 and understand completely the reasons you give for choosing the twelve months beginning July 1 for the year's leave of absence provided for in your contract. We are happy to grant your request. The suggestions you make for assisting CBS News on occasion and for co-producing and participating in SMALL WORLD are completely satisfactory and much appreciated.

We will all look forward to your return and I hope your sabbatical will be the rewarding experience you so well deserve.

With warm personal regards.

Sincerely,

Frank

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

w

February 11, 1959

Dr. Frank Stanton
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, N.Y.

Dear Frank:

As you know, my long-term contract with CBS has for many years contained a clause permitting me to take a year's leave of absence.

I should like to apply for that leave now, effective July 1, 1959. This request stems from a desire to spend a year travelling, listening, reading and trying to learn, without the pressure of deadlines and with no need to look at the red hand on the clock during the twenty seconds before airtime.

Since the television program SMALL WORLD is on film and can originate anywhere in the world, I suggest that Fred Friendly and I continue to co-produce it and that I participate in it as opportunity affords. Should my travels take me to areas where news is breaking, I am hopeful that the radio and television news directors would give me a chance to do a little reporting.

I would propose to return for full-time duty at CBS on July 1, 1960.

There are no reasons for asking for this leave except those I have already mentioned. For more than twenty years, I have contended that, if he can, and if his employers would permit it, any reporter or analyst should take a year off somewhere around the age of fifty to do a little contemplating and a lot of leisurely travelling and reading and listening (and keep silent for a spell). I am fifty and that is what I should like to do.

As ever yours,

Stanton

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Stanton, Frank
Re: CBS

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W

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As ever yours,

Stanton, Dr. Frank

CBS NEWS

Office Communication

to: Dr. Stanton

from: Edward R. Murrow

February 20, 1959

Here is the LIFE letter I mentioned. It is one of a whole flock of invitations to write, all of which I am turning down, but this one might be an opportunity to "boobytrap the bastard" - particularly on the FORTUNE piece. Maybe we could chat about it when I get back from Florida.

ERM:skh

(~~[illegible]~~) Stanton. Frank.

CBS NEWS

Office Communication

to: Dr. Stanton

from: Edward R. Murrow

February 11, 1959

I regret exceedingly that I cannot accept the attached invitation from Paul Hoffman, since I have a longstanding prior commitment.

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Dr. Stanton

February 10, 1959

Paul Hoffman is eager to have some of us lunch with Dag Hammarskjold before he leaves on his Asian tour. He asked me to extend you an invitation to join him and the Secretary General, February 16. One o'clock; 38 floor, UN.

Frank Stanton

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NB - You have already accepted the invitation attached. SKH

Stanton, Dr Frank

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For Release Sunday AM's, December 7, 1958

2 months after ERA's Chicago speech

ANTI-DEFAMATION LEAGUE FREEDOM FORUM

Remarks by FRANK STANTON, President
Columbia Broadcasting System, Inc.
New York, December 6, 1958

We are here tonight to consider what is perhaps the most important and the most difficult subject that faces us today: the vast problem of improving human relations, of enabling a better understanding among hundreds of millions of people of widely divergent heritage, religious beliefs and customs -- each of them with his own set of prejudices.

My own assignment is to consider the extent to which mass media can help in meeting this problem.

I should like first to comment on the dimensions and significance of the need for improving human relations -- if only because we may tend to look upon it as a localized problem. And then I want to explore with you the role that mass media might be expected to play in helping to resolve the problem.

Man's relations with his fellows cannot today be considered a sectional problem -- or even a national one. It involves mankind all over the world, and in our time looms as the great frontier in the forward advance of the human race. And timidity in entering this frontier can result in retrogression.

We know, for example, that there is anti-Semitism in Soviet Russia today. Every Jew in Russia must have his passport -- a necessary internal identification in the Soviet -- stamped YEVREI, Jew. We know that the great subcontinent of India, with all its massive material problems, is still saddled with the hatred of Hindu for Moslem and Moslem for Hindu. We know that North Africa has been torn between French and Algerian, South Africa between white and black, Cyprus between Turk and Greek, Ceylon between Sinhalese and Tamil, the Middle East between Jew and Arab.

The fact that many of these continuing feuds are as old as the ages only emphasizes our tragic lack of progress in human relations. The great improvements in material civilization have penetrated to the remotest wildernesses and deserts of the world. The complex machinery of modern war is becoming the property of virtually every nation on the face of the earth. But there has been disgracefully little improvement in the emotional and unreasoned rifts between men. Indeed, it can be argued that they have become wider and deeper.

Meanwhile, we have devised both governmental and private corporate structures to develop even further the material resources of the world. We have established elaborate international mechanisms to control warfare among the nations and -- hopefully -- ultimately to eliminate it. But we have left human relations to the slow drifts of history, and we find ourselves now caught in a backwash.

This is a world problem. But we in the United States need to face one question -- perhaps a determining question -- with all the candor and forthrightness that we can discipline ourselves into commanding.

That question is this: How much are we in this country -- by our own behavior -- contributing to this epidemic of suspicion, hatred and intolerance that afflicts the world? Must we not admit that here in America we are fanning a fire capable, in the end, of consuming all men everywhere? The long, slow progress we made in trying to elevate the living conditions of people in the less developed countries is today in jeopardy. The painfully difficult efforts we have made to point to democracy as the road to the liberation of human beings from all forms of oppressions have come under suspicion.

Clearly, we seem to have worked ourselves into a corner where, very clearly, we must put up or shut up.

I am not suggesting here that we can control the conduct of the world's people solely by the force of example. But it does seem to me quite apparent that there is honest confusion about what we as a nation -- and therefore the democratic experiment -- really stand for, what we really mean by such phrases as "equality," "freedom," "opportunity."

At the same time, we have had -- and still have -- a far better chance to make realities of these phrases than any other people -- and the world knows it. We are the only wholly heterogeneous nation in the world. We have lived in self-starting democracy for nearly two centuries. We have been blessed with material resources that made it unnecessary for us to prey on or envy or fear our neighbors. And, from our first beginnings, we have been blessed also with the vision of liberty. If we in this country cannot make more significant progress on this troubled front of enlightened and constructive human

relations, can we reasonably expect the rest of the world to show us the way?

What is really behind the restlessness that besets the world today? Essentially, men everywhere are in quest of freer, fuller lives -- not in terms only of material comforts, but more importantly in terms of the right to be unencumbered by old prejudices built upon the wreckage of the concept of the "white man's burden." This is the great, irrepressible compulsion behind the uprisings against colonialism, the surges of new nationalism, the bitter second looks at old relationships that are going on all over the world today.

Now one of the questions we face is this: Are we, the American people, on the side of this historic drive -- or are we against it? Our philosophy, our traditions and our public utterances proclaim equality of opportunity for all men. The whole trend of our national legal history has been towards the breaking down of barriers. We became, long since, ideologically the "last best hope" of a world whose peoples -- in Wilson's words -- "saw this star in the west rising" for two turbulent centuries. This, more than anything else, gave America its leadership. This is the face of America that -- from colonial times through the Revolution and the establishment of the republic and the slow progress of the nineteenth and early twentieth centuries -- has been a focus of hope and aspiration for other peoples.

But there is a second, and contradictory, face we present to the world today. It is a mosaic of prejudice, hatred and intolerance -- even at times of violence and anarchy. It does not do much good to point out that these episodes of bombings and school closings and

harassments are isolated and apart from the main convictions and behavior of America. In themselves they shriek denial in other lands of everything we say we stand for, and add up to an ugly picture of intolerance and hatred.

How can we hope to enlist the peoples of the world on the side of democracy if such evils are paraded before them? It took ages of patience and endurance for the millions of India to free themselves from white rule. Are these people apt to fall in league now with a society that perpetuates second class citizenship because of color?

For centuries the peoples of Asia have lived under one form of imperialism or another. They have survived efforts of the West to rescue and to "civilize" them. Are they apt to be attracted to a society that reduces even the American Indian to a third-rate existence -- that denies him the right to vote and buy beer while compelling him to bear arms to preserve a "way of life" denied to him?

For generations the destiny of the Middle East has been conditioned by western material interests. Only now its peoples are beginning, to achieve self-determinism. Are they apt to see our society as being on their side, on the side of progress and the whole human community?

Or are all these people to see us for our conspicuous pockets of intolerance and bigotry? It seems to me to follow logically that if we fail to recognize the international dimensions of this problem, we may face isolation from the understanding and confidence of whole nations of people whose confidence and understanding we want, and need, to have.

Reports from our CBS correspondents overseas are unmistakable on this:

From David Schoenbrun in France we learn that Little Rock gave opponents of the Gaillard government the weapon that they needed to bring about its overthrow, by belaboring Premier Gaillard for accepting the good offices of a United States mission in resolving the North African conflict.

From Winston Burdett in Italy, where the Communist Party is the largest of any nation outside the Sino-Soviet bloc, comes this report: "Despite Mussolini's anti-Semitic decrees, problems of racial conflict and discrimination have never existed in Italian national experience and public opinion here has been shocked and bewildered by the segregation fight in the United States. Arkansas and other events are front-page news in both the anti-communist and the pro-communist press. The communist theme is that a new wave of reaction is sweeping the United States and racism is triumphant throughout the country."

Ernest Leiser in Germany, where a greater guilt still lies painfully upon the national conscience, reports that front-page attention also is given to incidents of racial unrest in the United States. A German official sums up the feeling there in these words: "Your public men in America give constant expression to high moral values; but the people of America do not live up to these values in their actions."

The impact of Little Rock on Britain, Alexander Kendrick cables, was a real and unmistakable one. It expressed itself primarily in racial rioting in Nottingham and Notting Hill, London, in August and September 1958, when some of the white rioters swung into action with knives, clubs and tire chains, shouting "Let's have a Little Rock!" This was indeed a doubly sorry day for the English speaking people.

From Peter Kalischer in the Far East we have reports revealing ever-increasing resentment for American "intolerance and prejudice." Among the causes of the growing hostility in those teeming nations, of course, is the massive Communist propaganda crusade against alleged attitudes of white Americans toward Asian peoples. And the Red campaign, which is very skillful and both hard and soft, is difficult to parry, particularly when buttressed by their versions of recurring incidents of discrimination in the United States.

Robert Pierpoint, on his return from the Middle East, paints this picture: "Communists will use any weapons against us that they can find, and in the Middle East discrimination is a deadly weapon. The Arabs in particular have long felt the discrimination of colonialism ... are therefore quick to associate themselves with victims of prejudice. It fits in beautifully with the Communist schemes ... or even the rantings of the more irresponsible nationalists ... claiming that events like Little Rock are a natural part of the capitalist culture of the West."

We come then to what we can do about conditions here at home that give rise to these attitudes around the world. If we are to consider the role of mass media toward any such goal, we must keep constantly in mind what mass media are and are not, what they can be expected to do and what they cannot do.

Mass media are basically instruments of communication. In a democracy the powers of mass media in the fields of social ideas and political attitudes are not persuasive, but stimulative. They nourish the opinion-forming process. They do not dictate public opinion; and if they were to try to do so they would soon cease to be mass media.

Within the practical limits of journalistic choice, mass media can, to some extent, help condition the atmosphere in which events take place, leadership arises or trends begin. But no mass medium can, of itself, control events or establish leaders or induce trends.

Mass media can, however, do something about the twin negations of democracy: indifference and ignorance. Violence is done to the objectives of a democratic society only when its people do not care or do not know what is going on. Mass media can reduce indifference by calling attention to consequences. They can reduce ignorance by a conscientious job of ascertaining and reporting the facts. Once this is done, if you believe in a democracy at all, you must have confidence in the will and the power of the people to stamp out evil.

I am sure that no section of our mass media would claim a direct causal relationship here. We would agree that no mass medium has of itself been able to convert people to a cause, although it can provide the rationale for actions that people are prone themselves to

take. A citizenry so flaccid and passive as to be subject to molding by mass media is a concept repugnant to the American people and to the whole idea of American democracy. On the other hand, every American expects the mass media that serve modern society to be constantly and responsibly alert in giving the people the information they need to arrive at the verdicts from which actions spring. To have validity, such verdicts must represent the felt conclusions of the people -- not merely the parroting of slogans repeated often enough by some mythical omnipotent mass medium.

I think it fair to say that mass media in general constitute a great link between the judgment of the people and action by their leaders -- both government leaders and leaders of private institutions. It is probably true that there can never be workable government action on a moral front unless there is first a popular moral judgment. Lincoln knew this when he made clear that in 1861 the preservation of the union was the issue of the Civil War. It seemed clear to him that there was a popular verdict that somehow the union ought to be kept together. Similarly, we know that, in the absence of any wide-spread moral conviction regarding liquor, all the exhortation in the world could not give social validity to the Eighteenth Amendment, and it failed.

This is the real danger, then -- that we may fail to cope adequately with this present problem by default, by not enabling enough people to become sufficiently knowledgeable, sufficiently concerned, sufficiently determined to act. And as they consider this possible danger, mass media know that they cannot directly induce

action; but that they can contribute importantly to a climate in which wise action is more likely to occur.

I have commented at this length on the nature and capabilities of mass media because I want to puncture any legend that any massive campaign of slogans or exhortation from the mass media can eliminate bigotry or social violence in this country, or anywhere else. Mass media can, and should, perform to the limit their duty to inform, to bring about wider and fuller recognition of the problem, and to stimulate public discussion of it.

This, in general terms, is a job for all mass media. There are aspects of it that only the newspapers can do; others that only magazines can do. My own field, broadcasting, can bring immediacy to it -- perhaps the closest thing to the actual experience or participation that ultimately changes men's minds or stirs them to new thoughts, decisions and actions.

I am not satisfied that the mass media have done all they should in this regard. I am sure that we at CBS have not. It is true that all the mass media have done a fairly effective and thorough job of reporting the events that have resulted from racial and religious intolerance. A year ago, for the first time in a decade, according to the American Institute of Public Opinion, world peace and foreign policy were replaced by discrimination as the top problems of the nation in the minds of the people. It was considered, by the astonishing proportion of five people to one, as more critical than the then new Sputnik, and by two to one as more important than the state of the domestic economy. It seems to me unlikely that this would have been the case unless the public were pretty well informed.

But if we have learned anything in modern journalism, it is that we have to stay on top of the news in more than one sense. It just isn't good enough to rush out the stories when things happen. We must go after the story, and go after sufficient background to illuminate the story and give it meaningful substance.

Before World War II and during the rise of the dictators, we in broadcasting learned how to go after and cover political relations in the world in ways peculiarly fitted to electronic journalism. During the war we learned how to cover military events all over the globe. Since then we have gone ahead with increasing thoroughness and effectiveness, on the whole, in diplomatic relations, economic developments, scientific and technical news. But I am not at all convinced that we have done our best at reporting human relations -- which is, in the end, the true substance of history.

We -- all of us in the mass media -- haven't probed deeply enough into causes of tension, into the exploiters of tension, in ways adequately to reveal the scope of the problem. We have not reported enough on the hatemongers, revealing them for what they are and helping the public to recognize the consequences of their actions both here and overseas. In shortcomings here we may have contributed toward the mistaken notion that the only problems we have are those spotlighted in the South.

We need to reveal and consider quieter patterns of segregation in the North, the dull blight it puts upon thousands of lives. We need to go into the epidemic of bombings that range from Boston to Tennessee, to bring to bear upon this disturbed behavior the full light of modern science so that the public can understand what is

happening and get it into perspective. We need to report the negative side of the story -- sometimes a daring venture. We need also to report more fully the positive side of the story, the places and cases where men of good will have solved these problems and moved forward -- and we need to get some of this before the world.

But to point out the needs is one thing and to turn talk into action quite another. Since I have painted here tonight an ominous and dismal picture, you are entitled to know what CBS with its ability to reach vast audiences plans to do.

We have concluded that rational, non-moralistic exposure of the facts in the race relations situation provides a basis for people to see a little more clearly what they are doing to themselves, and thus point the way toward improvement. We do not expect to convert the hatemongers. We do think it reasonable to expect that we may help stimulate enlightened public opinion in the job of trying to deal rationally with a serious problem of national and international ramifications.

To this end, CBS News will undertake a searching examination and a continuing assessment of human relations and their implications in the struggle for men's minds.

We hope to deal in specifics and not in preachments. We will not sermonize; we will report. For example, we are already researching such special reports for the CBS Radio and Television Networks as:

South in Crisis: An objective, penetrating survey of the South in order to lay out the breadth and depth of the race relations conflict as focussed on school integration: who is involved, what positions are held, the

segregationists, the integrationists, the "unspoken middle," the possible future direction the crisis can take.

North of the Mason-Dixon Line: The smug satisfaction of the northerner and condemnation by him of the southerner are unjustified. In his own backyard is a pattern of segregation just as real as that in the South. A report on northern human relations, practices and protestations.

The Hatemongers: An examination of the extremists who exploit racial or religious differences to indulge their private hatreds. A study in depth of the disturbed personalities who live off human discord. This is the rabid minority responsible for the bombings and other extremist acts, who are not accepted by the vast majority of citizens, but who may set off the sparks to burn down the whole house.

The Price of Discord: A report on the two aspects of this subject: First, the domestic price we pay for bad race relations in terms of lowered purchasing power, crime, human misery, the economic, political, and social costs of segregation. Second, the international price we pay for segregation -- the battle for the uncommitted, non-white countries of the world, and the strides Russia is making by playing big the American dilemma.

Case History of Progress: An optimistic story of how some progress is slowly being achieved in human relations

-- a study of the gradual, painful steps that have been taken in a series of representative cases where conditions have been improved -- for example, the work of Fiske University's Race Relations Institute. The situation is not entirely negative, and we hope to give a blow-by-blow account of achievement, a how-to program that documents the pre-conditions for change.

In the end, despite all the initial advantages of dictatorship, democracies are the most powerful social entities on earth. But, like great turbines, they are slow to start. The mass media cannot run them. The power they generate must come from the people. But the mass media can provide the fuel -- even, at times, the ignition spark. This is the responsibility and opportunity we in mass media constantly face.

But, in closing, I must emphasize again that the mass media in themselves cannot do what must be done, and it is folly for American leadership to assume that they can. In its Fortieth Anniversary Statement on realities facing the United States, the Foreign Policy Association, best summarized the crux of the matter:

"Americans often ask themselves: Why it is that, with all our communication facilities -- newspapers, radio, TV, movies -- we seem unable to convey to other people a true image of the great qualities and achievements of the United States? But the most skillful advertising cannot create the product it promotes; the product must already be in existence before it goes into the hands

of advertisers. If we are to convey the image of greatness, we must determine to act greatly -- not only on occasions of crisis, such as Pearl Harbor or Korea, but day in, day out; not only in Washington, but from Maine to California, from Texas to New York."

* * *

FRANK STANTON

ED

MANY MANY THANKS
FOR THE EXCELLENT JOB
YOU DID IN DETROIT.

Best
FRANK

10/18

Columbia Broadcasting System, Inc. Stanton F.50

OFFICE COMMUNICATION

Dr. Stanton

Mr. Murrow

September 27, 1956

As requested I have agreed to bore the American Life Convention for half-an-hour in Chicago on October 11th on the subject of American Foreign Policy. You mentioned that special consideration was involved; if there is anything I should know or keep my foot our of, maybe you will let me know at your convenience.

E.R.M.

rh

Sloan Frank

JOHN COWLES
THE STAR AND TRIBUNE
MINNEAPOLIS, MINN.

June 27
1956

Mr Murrow

Accept Regret
Appropriate action
Background?
FYI File JSM
Note & return
Phone FS
Reply direct
Return to sender
Status?
Suggest reply
To discuss
Comment or
recommendation
Copy to FS
URGENT f/u

FS 6/30

Dear Frank:

I think Ed Murrow's three TV programs on Egypt and Israel were superb, and I am most grateful to you for having sent them to me.

I have been traveling for several weeks, so last night was the first opportunity I had to see and listen to them.

I am having the films shipped back to you.) have arrived + been sent down to FF

With many thanks and warm regards, I am,

Sincerely,

John

Mr. Frank Stanton
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Stanton, Frank

FRANK STANTON 25 East 83 Street, New York 28

ERM

You were right as rain about the HARVARD situation. It happened today. And for a guy who had to struggle like hell to get through his only undergraduate course in Business Administration, it was not difficult to give the obvious: "NO, thanks"

Best

FS

6/13, 1956

OFFICE COMMUNICATION

Stanton, Frank

To Dr. Stanton

From Mr. Murrow

Station

May 31, 1956

Cheers for the Charles Coolidge Parlin Memorial Lecture and especially for the words on Bricker and news.

E.R.M.

rh

See p. 10

Twelfth Annual

CHARLES COOLIDGE PARLIN MEMORIAL LECTURE

Frank Stanton, President, Columbia Broadcasting System, Inc.

American Marketing Association, Philadelphia, May 15, 1956

Despite Mr. Minnelli's kind introduction, I want to say at once that my feet do not fit the tracks made by those who have delivered the previous lectures honoring the memory of Charles Coolidge Parlin. For the men you have invited to give them up to now have come from two groups: students of marketing and practitioners of marketing. And I am neither.

Most of my life has been spent in the mass media of radio and television. While broadcasting has a part in the marketing process, I do not feel I qualify as a member of your profession. All the more, then, I appreciate the part you have invited me to play in this annual tribute to one of marketing's great leaders.

And so it is from my experience with an instrument of marketing, rather than that of student or practitioner, that I talk to you this evening.

The Parlin Memorial Lectures are not very old -- at least by my standards. The first one, by Professor George A. Lundberg, was delivered in 1945 -- just after VE Day, but just before VJ Day. The shadow of World War II was still so heavily on us that even the second lecture, by Professor Edwin B. George, given just ten years ago, bore the title, "The Role of Marketing in War and Peace."

Since that time, there have been some kaleidoscopic developments in and around marketing. Those who thought that the Great American Drug Store had reached its zenith of complexity had, as it turned out, small vision; they had seen nothing yet. Moreover, if drugstores could sell alarm clocks, phonograph records, light bulbs and screwdrivers, why, some bolder thinker asked himself, could not grocery and delicatessen stores sell drugs? The answer was, of course, they could and now they do. In a New York delicatessen -- a small one, about the size and shape of a Philadelphia streetcar -- I recently counted between 50 and 60 proprietary drug items for sale alongside the pastrami and the yoghurt.

There have been other and more significant changes since the war. There has been the "discount house," that economic mystery to the plain man. The soaring rise of the Supermarket and the Shopping Center represent more dramatic and significant new concepts in retailing.

Coincident with the rise of the Supermarket and the Shopping Center we have some relative decline in the importance and attractiveness of the old concepts of "Main Street" and "Downtown." We have also witnessed the extraordinary Suburban Shift; not to old suburbs only, although even these have boomed, but to new suburbs, sometimes tailor-made to the needs of new industrial communities.

Our markets thus grow bigger -- and bigger still. But the significant thing to me is that as markets grow bigger today, they also grow more supple and better articulated between themselves. The Delaware Valley and the Hudson River Valley are slowly merging. Now

we are apparently going to build an intercontinental set of super highways from Coast to Coast and North to South -- 52 billion dollars worth over the next thirteen years -- that will surely destroy the last vestige of isolation in America and force "regionalism" further and further back into our past.

Sociologists and political scientists may write the books that comment on our changing America, but it is the successful marketing of goods that makes the changes; that causes the great ebbs and floods of populations from here to there; that makes one community thrive and another grow stagnant. I am not trying to set up buying and selling as the be-all and end-all of our activities here on earth; I am asking for a more realistic recognition that the search, either for new markets, or new goods to satisfy old markets, is the search that has expanded our civilization from a small camp huddled on the shores of the Mediterranean to the dimensions we understand and are able to manage today. From this point of view, market research can take on a dignity and importance that has not often been accorded it in its brief modern history. And this age-old process is still accelerating; I believe it true that, just physically considered, markets in the United States have changed more, and more for the better, during the last ten years than they have changed in all the twentieth century before that.

In some of these changes, in some of this market growth, in some of this dis-isolation, if I may use the word, television has played an important role. For television had the good fortune, in contrast to Miniver Cheevy, to have been born just at the right time -- and, for that matter, just at the right place. If I may turn my

glance back again to Professor George's lecture of a decade ago, marketing, as the title of his talk indicates, then had a dual role -- in war and in peace. So far and fast have we come since then that it is hard for us now to remember that when Professor George's great lecture was new, it was still all but impossible to buy a new passenger automobile. There was a black market in Christmas tree ornaments, and if you wanted to hang a picture in your living room you probably had to use string because your local hardware store was still out of picture wire. These were the days in which we talked about "the inflationary gap" -- the gap between the ample supply of dollars and the short supply of goods. War production had never absorbed more than 40 per cent of total U. S. output, but that cut into civilian supply left our everyday economy gasping for breath.

When peacetime production began to resume, its first effort was, in the language of the day, to "refill the pipe lines." Seen in perspective now, this process was quick. So great was the incentive to produce, and so great did the production become, that had it not been for the rise of marketing techniques and researches to meet it, this country could shortly have been confronted such an insoluble glut of immovable goods as could have plunged us into acute economic indigestion from which we might not have recovered for years. But this was precisely what did <u>not</u> happen. Many bold innovations were responsible for our increasing ability to produce <u>and</u> consume and keep these two processes in step, but none deserves more credit, or has had less, than what went on in the domains of marketing and distribution.

I like to think that it is not just the fumes of the Madison Avenue buses which convince me that television played a substantial role in helping market the tremendous output of this country's postwar productive facilities. And as a market-shaping and market-changing force of some considerable magnitude, television rose from a force of virtually zero at the end of World War II to a force embracing six hours a day of the time of 34 million families in the United States ten years later.

But tempting as it may be, I am not here this evening to tell you about the effectiveness of television as a tool of marketing. Rather, I want to discuss with you some co-products of marketing's use of this tool of television. For what television has done for marketing is known to you. What your use of television has done for television, and has made it possible, in turn, for television to do for the people, is of the highest importance in our land.

Hand in hand, television has served American business and risen to become a remarkable social force in American life. Television has been able to grow, more rapidly than any other industry that I know of, not only because it has, by and large, given the American public what it wants, but more important because it has given to the viewers what they want without any further payment once they have bought their sets. It seems to me self-evident that television would not have developed so well or so fast had there been a penny of cost to the owner other than for the purchase and maintenance of his set.

What is significant, and what can be so easily overlooked, is that the marketing function -- which is the sole source of televi-

sion's income -- pays not only for the great entertainment programs which the public has come to rely upon and enjoy so much. It also pays for the other programming activities which have given television its social force and status -- its functions in the public service. By this I mean its function as a part of the press -- its news efforts, its programs devoted to the major issues of the day, its broadcasts devoted to carrying from one end of the country to the other the great events of our daily history, when and as they happen, the functions of education and culture, from opera to Dylan Thomas to Shakespeare to the study of the Constitution and the life of African bushmen.

Television has brought to this nation a wholly new form of journalism -- electronic journalism -- which gives the people an opportunity to see the great events as they happen, and see the leading protagonists of the main issues of the day -- see and hear for themselves first hand, so that they can make up their own minds. This, I submit, is a great instrument of pure democracy existing as a co-product with the marketing function.

This year -- 1956 -- is, in fact, a year of special importance in this area for television. This, in many respects, will be the year of the television conventions, the television campaigns, and perhaps even the television election. As we approach convention time the news from Washington and elsewhere makes it abundantly clear that television is a focal point in the planning and shaping of the conventions and campaigns this summer and fall.

This year 1956 will be only the second year in television's life -- and, in truth, in some respects even the first -- in which these events will have fully national, fully professional television coverage available to all of the 99.2 per cent of the people in the United States within range of at least one television signal. Philadelphia, the birthplace of so much else of moment in American history, is the birthplace, too, of national political coverage by television. Television coverage of national conventions began right here in Convention Hall in 1948 when the Republican Convention nominated Governor Dewey and the Democratic Convention nominated President Truman.

(If I might interrupt myself here for a moment, I would like to say that earlier that same year WCAU-TV was the first station to join our own New York station to begin what is today the CBS Television Network of 218 stations. In a sense, this was network history repeating itself, for in 1927 WCAU was the first affiliate of the CBS Radio Network.)

Convention coverage this summer will present a very special challenge to television, requiring the most exacting kind of thought and planning, and huge resources in both manpower and dollars. The cost of CBS Radio and Television convention coverage this year will run to over 5 million dollars. Over three hundred members of our networks will be working directly on this giant task. Planning for this year's convention coverage began in earnest in September 1954 -- 23 months before the first "call to order." And because the two conventions are scheduled so closely together in time, and so far apart in space, we will have the unprecedented task of transporting between 10

and 12 tons of delicate electronic gear two thousand miles by air -- having it in working order in San Francisco's Cow Palace 24 hours after the final gavel falls in Chicago. This is just about the tallest order ever faced in the history of communications. But the organization and resources of the nationwide networks are, I am certain, fully equipped to meet this order.

I find it more than a little ironic that I should feel it even relevant, not alone necessary, to remind ourselves that tasks such as these can only be performed by networks and that, if there were no networks in 1956, someone would have to invent them promptly, simply because necessity is the mother of invention. I find it ironic, too, to feel it appropriate, at this stage of television's life when networks and their program product have such pervasive impact and such explicit public attention, even to pause for a moment to underscore the obvious truth that only networks can provide live nationwide television service such as this.

The importance to the marketing function of live and simultaneous nationwide television service needs no emphasis from me to you. Marketing students and practitioners know well the significance of the flexible, simultaneous commercial message at a predictable time and at a predictable place in the program schedule -- put there through a simple order which exposes the message to a potential 100,000,000 customers at once. Only a network can do this.

And, apart from the commercial message, it is only a network which can provide on a nationwide basis the real magic of television -- its real vitality -- the live program, seen by the nation just as

it happens and just when it happens. I do not for a moment deny the entertainment and informative qualities of some film programs. Indeed some programs require film and are better for it. But good as film programs are -- and many of them are very good -- it is the live quality that gives television its truest excitement and strongest vitality. Never forget that it was the live program that launched television -- Milton Berle, Ed Sullivan, Arthur Godfrey, STUDIO ONE and the World Series, to name but a few. And it is the live feature that gives television an extra dimension today -- the spontaneous, instantaneous slice-of-life, not something whose end is guaranteed at its beginning. Try to imagine a program like THE $64,000 QUESTION as a filmed show; you cannot do it, because the whole point is that you know only that you don't know what may happen the next instant.

Even more important, it is the networks and their ability simultaneously to communicate events as they happen, and people's thoughts as they are articulated, which gives to this nation its most effective means of nationwide visual communication in time of national crisis. Network television has brought a cohesion among the people to a greater degree than has existed before. And it has provided the nation with the potential of an incalculable benefit in terms of national interest, for it makes available a means by which, in time of national crisis, we as a nation are afforded a mobility -- an ability to turn on a dime -- which may even be a condition to survival if we should ever have to meet totalitarianism head-on. For network television has made it possible, and will make it possible, for the people to act promptly and on an informed basis because they want to act.

And that, I submit, is a far surer way for a nation to respond -- a way far more certain of success -- than to act without understanding and just because that is the action which some distant, disembodied terrifying voice has ordered.

These benefits to the nation are benefits of the nationwide means of simultaneously communicating sight and sound. They are, as I say, benefits of incalculable worth which the distribution and marketing leaders of this country have helped give to the nation through their use of television networks.

They are benefits which should and must be preserved. You will agree, I know. Yet I think it important that I urge this point on you this evening. For although I find it hard to believe, these benefits are now being attacked -- heavily. We have in Washington at present a strange spectacle. One of the most ardent champions of the withdrawal of government regulation of business proposes now to regulate the private radio and television networks -- from transmitter to receiver -- as public utilities. A most vigorous advocate of private enterprise, free of government supervision, would now, suddenly, straight-jacket advertisers by formulating new ground rules perhaps affecting program service, station coverage, network affiliation policies and rates. In other words, the marketing of goods and services would be forced into agonizing, artificial economic patterns.

And only yesterday he was quoted by the Associated Press as saying a government "checkrein" may be needed to make sure television networks broadcast unbiased news. According to the story, he cited

this as an additional reason why he believes Congress should hold hearings on his bill to put networks under Federal regulation.

This gentleman is Senator John W. Bricker of Ohio, who now appears before the nation as a twentieth century King Canute, ready to tell the electronic signals that they must turn back at the edge of town. If he is not moved in his proposals by misinformation, or by ignorance, then we shall have to guess what other motives he may have for his proposed suppression of an essential part of our national communications system. For he would say to you that your marketing efforts must concentrate on fewer people rather than more -- or, alternatively, to deny the fact that more people live in a big city than live in a small town. Senator Bricker seems unaware that it is the radio and television networks that interconnect the nation; that give small towns the same programs as big cities.

The attack on networks is serious. It is serious to the marketing function of television, and it is serious to the public service function. Should the enemies of networks ever succeed in destroying them, a serious deterioration in television programs and national coverage would be a swiftly following consequence. The entertainment function of television could continue, mostly through the use of films. But the live and instantaneous linkage provided by the nationwide networks, whereby Twin Falls and Tampa are in the same bloodstream with Philadelphia and New York, would disappear.

There could be television without networks -- but only in the same sense that there would still be banks if the Federal Reserve System were abandoned, or that automobiles would still run even after the

destruction of the nation's turnpikes. In a day when our American pride is that our national interconnections are becoming greater and greater; when we are building superhighways and the St. Lawrence Seaway to achieve greater and greater accessibility with one another, the hamstringing of networks would be a monstrously grotesque backward step.

But assuming that this backward step is never taken, I see the growing interdependency of markets and communications as a great and good thing in the future. I feel quite sure that the new mass communications, far from rendering everything bigger and more brittle and harder to manage, are more likely to render things more plastic, better articulated, more understandable, and in many ways will turn many matters away from specialists and back into the hands of the people. An era of flexible and closely articulated decentralization seems to me to be the era we are most likely to enter. Although "regionalism," as meaning conflicts in tastes and customs, will tend to disappear, "regionalism" as meaning more autonomy for district and local managements is almost bound to increase. The idea that fewer and fewer groups of bigger and bigger moguls will manage the whole country from New York -- or from Washington -- is obsolete. The flexibility of democracy must win out, over the rigidity of imposed control at the top.

Television and marketing, together, are only at the threshhold of their contributions to the American people. For the viewing screen in the living room today can bring back to American politics the spirit of the town meeting, in which all citizens know the looks,

the voice, the demeanor of the man who is asking for their confidence. The viewing screen in the living room can bring back to business dealings the intimate face-to-face confrontation, the ability to demonstrate, the person-to-person simplicity that flourished in earlier days -- when the lady of the house went out to the peddler's cart to see for herself; when she did not need to take a carriage, or a steam train or an electric street car to a metropolitan trading center, to buffet the crowds of "downtown" and of "Main Street," to come home with a coffee-grinder or a broom, or five yards of cheesecloth.

In short, it looks to me as if American life would in some ways resume the aspects of the intimacies of 100 years ago, as opposed to the heavy, unresponsive and, in many cases, arrogant, institutions of the 1880s, 1890s and the 1900s, when the dominant phrase was not Charles Coolidge Parlin's "The consumer is king" but was "The public be damned" of the monopolist. Politically, I think the "mass meeting" is on the way out -- along with torchlight parades and red fire, and the crowds in the street waiting for the magic lantern in the newspaper office to project a hand-drawn slide onto a bedsheet hoisted between two wooden telegraph poles, to tell the public of the day that McKinley was running ahead of Bryan.

And what modern technology adds to this older pattern in our lives -- this new simplicity, I would be willing to call it -- boils down, in essence, to one great thing: the ability to throw the demagogue or the thug, or the bore, or the snake-oil salesman, out of the house, out of consciousness, if he <u>does</u> get in there, by a gentle twist on the knob that says OFF.

And with an expression of gratitude to you for your attention tonight, and with this final word of homage to the pioneer we honor in Charles Coolidge Parlin, I turn that knob on my own self now.

* * *

Columbia Broadcasting System, Inc. Stanton F. 559

OFFICE COMMUNICATION

To Dr. Stanton

From Mr. Murrow

Station

THANKS; MORE ON BRICKER ATTACHED

FS 6/1

Action
Acknowledge?
File JSM
Note & return
Phone FS
Prepare reply
Recommendation

May 31, 1956

Cheers for the Charles Coolidge Parlin Memorial Lecture and especially for the words on Bricker and news.

E.R.M.

rh

May 23, 1956

Mr. Frank Stanton
President
Columbia Broadcasting System
485 Madison Avenue
New York, N. Y.

Dear Mr. Stanton:

A condensation of your recent speech before the American Marketing Association which appeared in the May 21 issue of Broadcasting-Telecasting Magazine has been called to my attention.

From a reading of that speech it would appear you feel I am opposed, per se, to the operation of radio and television networks and am unaware of their considerable cultural, economic and national interest value. Your speech implies I propose Federal regulation of networks as a means to put them out of business.

Nothing could be further from the truth. I am an ardent advocate of freedom from regulation except when it is proved such regulation is in the public interest. I am well aware of the importance of networks and do not propose their "suppression"-to quote your term.

However, the use to which the public airwaves is put assuredly is a matter of concern to the public interest. Federal guardianship of networks does not connote "suppression".

Your speech further states I seek to regulate "private radio and television networks--from transmitter to receiver--as public utilities." No recommendation for regulation of radio and television networks as public utilities was included in my recent report on The Network Monopoly. It does not follow that Federal regulation of networks is synonymous with regulation as a public utility.

At present the Federal Communications Commission has regulatory authority over individual stations through its licensing functions and in other ways. But such stations are not regulated as a public utility nor does the Federal Communications Commission attempt to decide rates, as is done in the case of a public utility.

On the other hand, networks are not licensed by the Commission, which thus finds itself in the anomalous position of having some directive control over individual stations but no licensing authority over what is agreed is the all-important network operation.

I believe it is in the public interest to provide for the licensing of radio and television networks and to vest in the Federal Communications Commission statutory authority to enforce the stated objectives of the Congress, particularly with regard to the development of local stations.

Freedom of the networks from regulation has brought about an economic picture I find extremely disturbing. It is not a healthful condition for two networks and their owned stations to account for approximately one half the net income of the entire television industry. There are other disturbing parts of the picture discussed in my report. I am,

Sincerely yours,

JOHN W. BRICKER, U.S.S.

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York • PLaza 1-2345

May 24, 1956

The Honorable John W. Bricker
United States Senate
Washington, D. C.

My dear Senator Bricker:

The text of your May 23 letter to me, as released to the press today, has been reported from Washington.

It is encouraging that you say that you are not opposed to networks, that you recognize "their considerable cultural, economic and national interest value," that you do not propose regulation "as a means to put them out of business," and that you do not seek to regulate networks as public utilities.

I have difficulty in reconciling the statements in your letter with the implicit and explicit thrust of your report, "The Network Monopoly." In that report you devote major attention to an analysis of network profits and to the profits of network affiliates. You charge that these profits are "exorbitant." You state specifically on page 6 that "the figures cited herein on revenue, income and profits are but one link in the chain of facts which demand regulation of the networks to assure proper equity in the industry."

It seems to me that in this respect your report most clearly looks toward regulation which in fact would equate networks with public utilities. I do not understand how regulation of networks explicitly designed to achieve what you believe to be a more equitable distribution of "revenue, income and profits" can be accomplished by a mere licensing function, confined, as you suggest, to the same kind of "guardianship" as now obtains in licensing individual stations. Control of "revenue, income and profits" to me is synonymous with public utility regulation.

Similarly, the major attention in your report to the networks' affiliation practices, to the rates stations charge for network programs and to "access" by stations to network programming all seem inevitably to mean that these are factors which underlie your proposal to regulate networks.

If you propose to have the Federal Communications Commission regulate a station's network rate, regulate to whom networks will provide network service, and regulate on which specific stations specific programs will be placed, it would appear to me that you are advocating regulation of networks as public utilities. I believe that your report itself compels the conclusion that regulation not at all dissimilar from public utility regulation is, whether you intend it or not, what is contemplated.

Other recent statements by you confirm this conclusion. Your public statement on the record in the course of the current hearings of the Senate Interstate and Foreign Commerce Committee that there should be regulation "from transmitter to receiver" and your recent statement to the Associated Press of May 13 that an added reason for the passage of your bill to regulate networks is to provide a "check rein" on television networks' handling of news and controversy further justify the conclusions in my American Marketing Association talk.

But in any event, you have explicitly suggested regulation of networks as public utilities. On March 26, 1956, you stated (pages 1656-7 of the current "television inquiry" hearings before the Senate Committee on Interstate and Foreign Commerce):

> "Now, if you are going to charge them (networks) with a public interest, I do not see why the ordinary public utility rules should not apply to that just the same as it does to any other public utility....The (networks') power is so great that I think if ever there were a duty for the Government to exercise public utility regulation, and it is an essential responsibility of the Federal Government in this case because of crossing state lines, it should be in this industry. I can't see any other answer to it."

I am persuaded, and I hope to be able to persuade you when I appear before the Committee, that the perhaps inadvertent result of the enactment of your proposals would indeed be to suppress and possibly destroy networks. It is reassuring to learn now that this is not your intention.

Sincerely yours,

FRANK STANTON

JOHN W. BRICKER
OHIO

United States Senate

WASHINGTON, D. C.

JOHN M. McELROY
ADMINISTRATIVE ASSISTANT

CHARLES A. WEBB
LEGISLATIVE ASSISTANT

STANDING COMMITTEES:
INTERSTATE AND FOREIGN COMMERCE
BANKING AND CURRENCY

SPECIAL COMMITTEES:
REPUBLICAN POLICY
DISARMAMENT SUBCOMMITTEE

JOINT COMMITTEES:
ATOMIC ENERGY
DEFENSE PRODUCTION

May 31, 1956

RSS

Mr. Frank Stanton
President
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, N.Y.

Dear Mr. Stanton:

Senator Bricker has asked me to thank you for your courtesy in acknowledging his letter to you under date of May 23rd. No doubt your differences in view will be further put on record during your testimony before the Senate Committee on Interstate and Foreign Commerce.

Sincerely yours,

John M. McElroy

JMMcE:jp

Columbus, Ohio
June 1, 1956

Dear Frank -

Got your letter yesterday.

Did some checking at the Dispatch. The Sunday editor did not know of a scheduled article for Sunday by Karl Pauly on the Bricker thing.

* * *

Pauly writes some politics but mostly editorials for the Ohio State Journal, the Wolfe morning paper in Columbus. I have known him for years. He has always been close to Bricker, in fact wrote Bricker's official biography when the senator was a candidate for the vice presidency in 1944. However, he is not a stooge-type -most of his stuff is pretty objective.

Not having seen him for sometime and wishing to chew the rag about Ohio politics I decided to drop in at his office late yesterday afternoon. He was friendly and we had a good time covering the range. When ready to leave, I said: "Karl, what has got in to John Bricker, the great patron of free enterprise?"

He fell for the bait readily. "Oh you mean his attack on the networks."

"Yes, that's what I had in mind."

For twenty minutes without allowing me a word in edgewise, Pauly went into a long explanation of the thing. He assumed that I knew nothing about it as he outlined the main points of the "Network Monopoly" piece item by item. Then he finished up with this, "It just happens that I'm preparing an article on this controversy and it may be in the papers in the next two or three days."

* * *

Pauly said his article when it appears will be a "middle of the road" explanation of the controversy. He says he is not taking sides but merely trying to bring the discussion out in the open particularly since Bricker does appear, in the opinion of his friends, to be in a peculiar position in the thing.

He made one significant observation and it's important when you consider that Pauly has watched Bricker's career very closely. It went like this:

"What a lot of people forget is that John Bricker made his political name as a crusader against the public utilities in Ohio. As a member of the state utilities commission in the late 20's he wrote an opinion in a gas-rate case which gave him state-wide publicity. He went on to run for attorney general and governor as the "knight-in-shining armor" (quotes are Pauly's) crusading against the utilities.

"He is now in the late afternoon of his political career. He has been governor of Ohio, the state's senior senator and a defeated candidate for the vice presidency. He has not been a happy man in the senate because he has never been able to get hold of an issue which interested him, except the Bricker amendement. I think he aspires to revert to the 'morning' of his career and be a crusader again. The network fight might be the answer.

"There is a rumor that Bricker is mad at Ed Murrow because in a presentation of the Bricker amendment fight a year or so ago Murrow cut him off with too little time. He was plenty mad about it - I know - but he is not that vindictive."

* * *

Pauly alluded to the fact that of the networks, it is interesting that only CBS is carrying the fight to Bricker. "Stanton has made several particularly biting speeches," said Pauly.

It is his feeling that NBC and ABC are laying low and allowing CBS to carry the fight at the moment but will join in when the opportunity presents itself.

* * *

When the article appears I shall dispatch it to you posthaste but if Pauly writes likes he talks I think it will be a fairly objective piece.

Best wishes, Frank.

Cordially,

Pat

Stanton

COLUMBIA BROADCASTING SYSTEM

Office Communication

to: MR. MURROW

from: Dr. Stanton

May 23, 1956

Do you have a print of the SEE IT NOW report on Israel and Egypt which I might show to John Cowles?

FRANK STANTON

ww

Columbia Broadcasting System, Inc. Stanton, Frank

F-502

OFFICE COMMUNICATION

To Dr. Stanton

From Mr. Murrow

Station

August 31, 1955

Thanks for the wire from Muenchen. The past twenty years have been short; often pleasant, and never boring. Hope you had a grand trip.

E.R.M.

sh

RECEIVED
1955 AUG 29 PM 5:53
C.B.S. TRAFFIC DEPT. N.Y.

CBSOT

CBS/ACR3/FK157

MUENCHEN F 22 29 2050

MURROW COLUMBIA

NY

BEST WISHES AS YOU BEGIN YOUR NINTH YEAR IN THE SEVENFOURTYFIVE SPOT AND YOUR TWENTYFIRST YEAR WITH CBS

TANTON

CB S 452 EST AUG 29 1955

PLSACK

R ACR 3 CBS

Stanton, Fred

COLUMBIA BROADCASTING SYSTEM, INC.

485 Madison Avenue, New York 22, New York • PLaza 1-2345

FRANK STANTON
President

August 22, 1955

Dear Mr. Ascher:

Your letter regarding teen-agers' high opinion of Edward R. Murrow is deeply gratifying. I feel that Mr. Murrow does a unique job, and it is doubly rewarding to find that many teen-agers find him an outstanding proponent of courage and truth.

I am forwarding your letter to him, knowing that he will find it a source of inspiration.

With all good wishes.

Sincerely yours,

FS

COPY

Mr. Sidney Ascher
Public Relations Director
Teen-Age Survey Service
507 Fifth Avenue
New York 17, New York

n

bc: Mr. Murrow

TEEN-AGE SURVEY SERVICE

507 FIFTH AVENUE, NEW YORK 17, N. Y. MU[illegible]67

ERM
Accept Regret
Appropriate action
FYI File JEM
Note & return
Phone PS
Reply direct
Return to sender
Status?
Suggest reply
To discuss
Comment or recommendation
Copy to PS
URGENT f/u

8/22

August 18, 1955

Dr. Frank Stanton
Columbia Broadcasting System
485 Madison Avenue
New York 22, N.Y.

Dear Dr. Stanton:

I feel you will be interested in the enclosed report since it concerns Edward R. Murrow. Last spring we made a personality study, for our files, of 22,500 teen-agers from coast-to-coast.

While we are certain of the accuracy of our survey, we never publicized the enclosed since we felt it might be looked upon, in some quarters, as something CBS "bought". It is a pity though, because it points up the fact that our teen-agers are idealistic and are seeking people they can look up to. The choice of our youngsters speaks well for the future of our country and is indeed a far cry from the headline making less than 2% of the teen-age delinquents.

This particular nationwide study included questions about television, radio, phonograph records, cosmetics, dating, newspapers, smoking, drinking, voting, etc.

Yours sincerely,

Sidney Ascher

Sidney Ascher
Director Public Relations

SA/rm

TEEN-AGE SURVEY SERVICE

507 FIFTH AVENUE, NEW YORK 17, N. Y. MURRAY HILL 7-6367

April 28, 1955

A poll of 22,500 teen-agers in the U.S.A. between ages 14 and 17 as to their favorite person. Some 35% named their parents, friends accounted for 15% and teachers 2½%. National figures named in order of popularity are:

President Dwight D. Eisenhower

Edward R. Murrow

Abraham Lincoln

Helen Keller

Albert Einstein

Billy Graham

Bishop Fulton Sheen

Eleanor Roosevelt

Thomas Jefferson

Marlon Brando)
)
Joe Louis) Tied for 10th position
)
Bess Meyerson)

Some comments about their favorite persons:

Eisenhower: "Respect him". "Would like to be like him." "He's not like a politician."

Murrow: "Courageous" "Champion of Truth."

Lincoln: "Brave and idealistic." "Had ideals."

Keller: "Handicap didn't stop her." "She's an inspiration to all handicapped people."

TEEN-AGE SURVEY SERVICE

507 FIFTH AVENUE, NEW YORK 17, N. Y. MURRAY HILL 7-6367

Einstein: "Great brain. Simple life." "Was sorry his atomic discovery was used to destroy."

Graham: "Godly" "Helps people find God."

Sheen: "He brings religion into the home and makes us realize what we miss by not going to church."

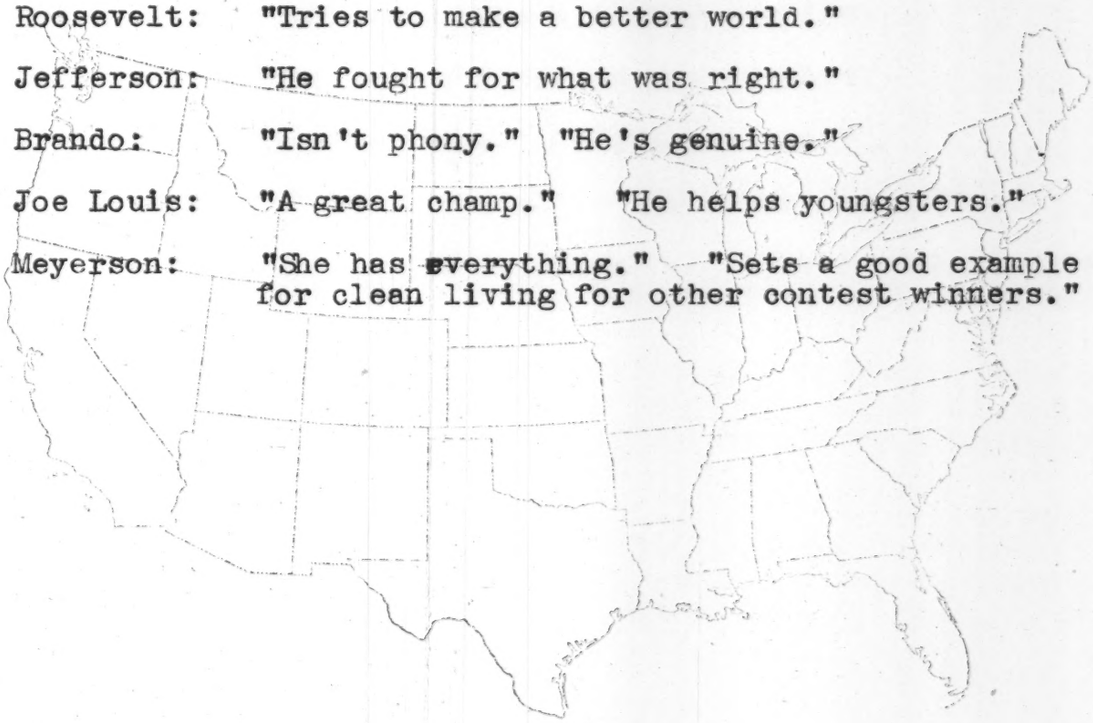
Roosevelt: "Tries to make a better world."

Jefferson: "He fought for what was right."

Brando: "Isn't phony." "He's genuine."

Joe Louis: "A great champ." "He helps youngsters."

Meyerson: "She has everything." "Sets a good example for clean living for other contest winners."



Stanton, Frank

from:

COLUMBIA BROADCASTING SYSTEM, INC.
485 Madison Avenue, New York 22, N.Y.
Plaza 1-2345

ED FYI FS

May 19, 1955

CBS STATEMENT ON PAY-TELEVISION BY DR. FRANK STANTON, PRESIDENT OF COLUMBIA BROADCASTING SYSTEM, INC.

CBS opposes pay-television because it would highjack the American public into paying for the privilege of looking at its own television sets. This is a betrayal of the 34 million families who have already spent $13½ billion for their sets in the expectation that they would be able to use them as much as they wanted without paying for the prerogative of watching.

Under pay-television, stations which are now broadcasting free programs would scramble the pictures and sound so that the set owner could not receive them unless he paid for each program. Such programs could be unscrambled only when a costly gadget, attached to the home receiver, is fed a coin or slug, a key or card for which the viewer pays. Since a station cannot televise two programs at once, any station broadcasting a scrambled pay program would necessarily have to eliminate its free program during that time period. Pay-television would black out the best of free television. In essence, this is a booby trap, a scheme to render the television owner blind, and then rent him a seeing eye dog at so much per mile -- to restore to him, only very partially, what he had previously enjoyed as a natural right.

Pay-television promoters say they would be satisfied if they got $100 a year from the average family. On this basis, today's

(More)

television audience would pay some $3½ billion a year -- more than it pays for shoes or doctors or electricity -- for viewing far fewer programs than it now watches without charge. This is three times the amount now being paid by the public for all spectator admissions.

Under the present system of American television, no set owner is deprived of a program because he is not as prosperous as his neighbor. But, once the turnstile of pay-television is placed in the living room, the families who rely most on television for their entertainment and information would be hit the hardest because they would be the ones who, for economic reasons, would have to restrict their viewing most severely. Television would no longer belong to all the people all the time.

One of the arguments made by the promoters of pay-television is that its introduction would hurt nobody. Try it out in the market place, they say. Surely this is in the American tradition. There would, they claim, be free television for those who want what they are now getting and there would be pay-television for those who want the unusual, the sort of entertainment and culture which free television cannot afford currently. But this is a specious claim, unsupported by the economic facts of life. It is the sheerest kind of sophistry and it is intellectual quicksand.

It is probable that pay-television would deliver an occasional heavyweight championship fight, and possibly such special entertainment as a multi-million dollar "first-run" movie, which the economics of present television cannot reach, at least as of today.

(More)

On the other hand, the bulk of any programming for which pay-television would bid is bound to be the very kind of entertainment which already has found such high favor in present day free television. The result of this is that the public would be victimized into paying out billions of dollars a year for a programming service which they are now getting free.

If this scheme is authorized and becomes generally established, pay-television would be able to bid away from free television every kind of program which the public now enjoys. For example: For viewing the World Series at home, a tribute of some $6,000,000 per game would be levied on the public if each family which watched the Series in 1954 were forced to put up the modest sounding sum of 50¢ for each game. Thus the people would pay 15 to 25 times as much as is now being paid by the sponsors who bring them the games free.

If only 5 per cent of the families who now watch Ed Sullivan's TOAST OF THE TOWN would pay only 50¢ each to see the show, they would spend $375,000 -- two and one-half times as much as the sponsor now pays to bring it to the public free. The other 95 per cent cent would then have the "free choice" that pay-television promoters want to give them: the free choice of not watching TOAST OF THE TOWN or paying to see it. It's the old story of letting the camel get his nose into the tent. Once this happens, the channel on which TOAST OF THE TOWN is broadcast would be scrambled out for everyone who doesn't pay.

What is true of these two examples is true of every one of the public's favorite programs. If pay-television is authorized,

(More)

nobody could blame the owners of popular attractions for putting them where they could produce the most income. No one can be so naive as to believe that popular programs would be broadcast free if they could be charged for.

Thus television could not long remain half free and half fee. Either television programs belong to the public free or they belong to the highest bidder. During the hours when most people watch television, co-existence would be unlikely; it would be an economic improbability.

It is claimed that under pay-television there would be more cultural programs appealing to small minorities. We believe the reverse to be the fact. If, as the pay-television promoters say, installing a minimum service in a single major city will cost tens of millions of dollars, installing it throughout the total area now served by television will cost billions of dollars. People who make such an investment will have to get it back by putting on the type of shows which will attract the largest audiences. If a million families were willing to pay $1 each to see a movie and 100,000 people would pay $2 each to see a ballet, there would be no ballet.

It is difficult to believe that the Federal Communications Commission would authorize a scheme which seems to be so clearly contrary to the public interest. However, if pay-television should become established, economic necessity will force CBS to participate. Unlike theater owners, we have no economic axe to grind. We could expect to operate profitably under a system of pay-television. With

(More)

our programming know-how, facilities and experience, we regard it as more than probable that we would earn our share of the billions of pay-television dollars. But this is not where CBS believes its best interests lie.

We are proud of the progress the broadcasting industry has made in establishing a nationwide free television service. The pay-television promoters have continuously predicted the failure of free television at every point of its development; that it could never support itself without direct tribute from the public. They made these false prophecies twenty-five years ago and, as recently as 1946, the President of Zenith Radio Corporation flatly stated "the advertisers haven't sufficient money to pay for the type of continuous programs that will be necessary to make the public buy television receivers by the millions." Today there are 36 million television sets in daily use. Unlike these false prophets, we set no limits to the increased and continually increasing service to the public of free television.

During the past seven years, and at the cost of a refrigerator, the average family has been able to convert its home into a center of information and entertainment not even the wealthiest could have enjoyed ten short years ago. The finest talents of Broadway and Hollywood, the significant events of Washington, faces of Presidents and legislators, the art of museums and advances of science have become as familiar to television set owners as their neighbors down the street. And past advances are only a prelude to future accomplishments. We are unwilling to see the present system, under which

(More)

everybody watches television as much as he wants, destroyed and a great and unifying medium of communication disrupted, with attendant dangers to our entire economy. The cost to the public in dollars and in the loss of free television far outweighs the potential gains of the pay-television scheme.

We believe, therefore, that the public's best interests and our best interests as well, lie in the continuing expansion of free television; that television channels now dedicated to all the public should not be used for the introduction of a system whose benefits to each viewer would be limited by his ability to pay.

Because the pay-television scheme would impose an unnecessary burden of billions of dollars on the American public; because it would charge the public for the popular programs it now enjoys free; because it would become a discriminatory service, available in large part to only those who could afford to pay; because it would endanger the scope and quality of nationwide news and public service programming, we shall oppose it before the Federal Communications Commission.

* * *

Stanton, Frank

from:

COLUMBIA BROADCASTING SYSTEM, INC.
485 Madison Avenue, New York 22, N.Y.
Plaza 1-2345

May 19, 1955

CBS TELEVISION STATIONS AND CBS
OPPOSE "PAY-TELEVISION"

At the first annual conference held at the Waldorf-Astoria today the primary affiliated stations of the CBS Television Network, by a vote of 107 to 2 in a secret ballot, joined with CBS in opposing pay-television.

In their resolution urging CBS "to assume leadership for the preservation of the present American system of free home service," the stations pointed out that "any system which would require the public to pay for programs broadcast over the air would be wholly inconsistent with the history of American broadcasting, would divide the American people by barring programs to those who could not afford them..."

In stating CBS' position, Dr. Frank Stanton, President of Columbia Broadcasting System, Inc., said: "CBS opposes pay-television because it would highjack the American public into paying for the privilege of looking at its own television sets. This is a betrayal of the 34 million families who have already spent $13½ billion for their sets in the expectation that they would be able to use them as much as they wanted without paying for the prerogative of watching."

Dr. Stanton made clear CBS' conviction that the inevitable consequences of pay-television would be to "black out the best of free television" by its dollar-power "to bid away from free television every kind of program which the public now enjoys" and, as a result, "television could not long remain half free and half fee."

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Dr. Stanton attacked the claims of the proponents that more cultural programming would accompany pay-television. Simple economic laws, he said, would work against the broadcast of cultural programs: "If a million families were willing to pay $1 each to see a movie and 100,000 people would pay $2 each to see a ballet, there would be no ballet."

He concluded by saying: "Because the pay-television scheme would impose an unnecessary burden of billions of dollars on the American public; because it would charge the public for the popular programs it now enjoys free; because it would become a discriminatory service, available in large part to only those who could afford to pay; because it would endanger the scope and quality of nationwide news and public service programming, we shall oppose it before the Federal Communications Commission."

The full text of the CBS statement issued by Dr. Stanton and the resolution adopted by the conference of CBS Television stations opposing pay-television are attached.

* * *

from:

COLUMBIA BROADCASTING SYSTEM, INC.
485 Madison Avenue, New York 22, N.Y.
Plaza 1-2345

May 19, 1955

CBS STATEMENT ON PAY-TELEVISION BY DR. FRANK STANTON,
PRESIDENT OF COLUMBIA BROADCASTING SYSTEM, INC.

CBS opposes pay-television because it would highjack the American public into paying for the privilege of looking at its own television sets. This is a betrayal of the 34 million families who have already spent $13½ billion for their sets in the expectation that they would be able to use them as much as they wanted without paying for the prerogative of watching.

Under pay-television, stations which are now broadcasting free programs would scramble the pictures and sound so that the set owner could not receive them unless he paid for each program. Such programs could be unscrambled only when a costly gadget, attached to the home receiver, is fed a coin or slug, a key or card for which the viewer pays. Since a station cannot televise two programs at once, any station broadcasting a scrambled pay program would necessarily have to eliminate its free program during that time period. Pay-television would black out the best of free television. In essence, this is a booby trap, a scheme to render the television owner blind, and then rent him a seeing eye dog at so much per mile -- to restore to him, only very partially, what he had previously enjoyed as a natural right.

Pay-television promoters say they would be satisfied if they got $100 a year from the average family. On this basis, today's

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television audience would pay some $3½ billion a year -- more than it pays for shoes or doctors or electricity -- for viewing far fewer programs than it now watches without charge. This is three times the amount now being paid by the public for all spectator admissions.

Under the present system of American television, no set owner is deprived of a program because he is not as prosperous as his neighbor. But, once the turnstile of pay-television is placed in the living room, the families who rely most on television for their entertainment and information would be hit the hardest because they would be the ones who, for economic reasons, would have to restrict their viewing most severely. Television would no longer belong to all the people all the time.

One of the arguments made by the promoters of pay-television is that its introduction would hurt nobody. Try it out in the market place, they say. Surely this is in the American tradition. There would, they claim, be free television for those who want what they are now getting and there would be pay-television for those who want the unusual, the sort of entertainment and culture which free television cannot afford currently. But this is a specious claim, unsupported by the economic facts of life. It is the sheerest kind of sophistry and it is intellectual quicksand.

It is probable that pay-television would deliver an occasional heavyweight championship fight, and possibly such special entertainment as a multi-million dollar "first-run" movie, which the economics of present television cannot reach, at least as of today.

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On the other hand, the bulk of any programming for which pay-television would bid is bound to be the very kind of entertainment which already has found such high favor in present day free television. The result of this is that the public would be victimized into paying out billions of dollars a year for a programming service which they are now getting free.

If this scheme is authorized and becomes generally established, pay-television would be able to bid away from free television every kind of program which the public now enjoys. For example: For viewing the World Series at home, a tribute of some $6,000,000 per game would be levied on the public if each family which watched the Series in 1954 were forced to put up the modest sounding sum of 50¢ for each game. Thus the people would pay 15 to 25 times as much as is now being paid by the sponsors who bring them the games free.

If only 5 per cent of the families who now watch Ed Sullivan's TOAST OF THE TOWN would pay only 50¢ each to see the show, they would spend $375,000 -- two and one-half times as much as the sponsor now pays to bring it to the public free. The other 95 per cent cent would then have the "free choice" that pay-television promoters want to give them: the free choice of not watching TOAST OF THE TOWN or paying to see it. It's the old story of letting the camel get his nose into the tent. Once this happens, the channel on which TOAST OF THE TOWN is broadcast would be scrambled out for everyone who doesn't pay.

What is true of these two examples is true of every one of the public's favorite programs. If pay-television is authorized,

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nobody could blame the owners of popular attractions for putting them where they could produce the most income. No one can be so naive as to believe that popular programs would be broadcast free if they could be charged for.

Thus television could not long remain half free and half fee. Either television programs belong to the public free or they belong to the highest bidder. During the hours when most people watch television, co-existence would be unlikely; it would be an economic improbability.

It is claimed that under pay-television there would be more cultural programs appealing to small minorities. We believe the reverse to be the fact. If, as the pay-television promoters say, installing a minimum service in a single major city will cost tens of millions of dollars, installing it throughout the total area now served by television will cost billions of dollars. People who make such an investment will have to get it back by putting on the type of shows which will attract the largest audiences. If a million families were willing to pay $1 each to see a movie and 100,000 people would pay $2 each to see a ballet, there would be no ballet.

It is difficult to believe that the Federal Communications Commission would authorize a scheme which seems to be so clearly contrary to the public interest. However, if pay-television should become established, economic necessity will force CBS to participate. Unlike theater owners, we have no economic axe to grind. We could expect to operate profitably under a system of pay-television. With

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our programming know-how, facilities and experience, we regard it as more than probable that we would earn our share of the billions of pay-television dollars. But this is not where CBS believes its best interests lie.

We are proud of the progress the broadcasting industry has made in establishing a nationwide free television service. The pay-television promoters have continuously predicted the failure of free television at every point of its development; that it could never support itself without direct tribute from the public. They made these false prophecies twenty-five years ago and, as recently as 1946, the President of Zenith Radio Corporation flatly stated "the advertisers haven't sufficient money to pay for the type of continuous programs that will be necessary to make the public buy television receivers by the millions." Today there are 36 million television sets in daily use. Unlike these false prophets, we set no limits to the increased and continually increasing service to the public of free television.

During the past seven years, and at the cost of a refrigerator, the average family has been able to convert its home into a center of information and entertainment not even the wealthiest could have enjoyed ten short years ago. The finest talents of Broadway and Hollywood, the significant events of Washington, faces of Presidents and legislators, the art of museums and advances of science have become as familiar to television set owners as their neighbors down the street. And past advances are only a prelude to future accomplishments. We are unwilling to see the present system, under which

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everybody watches television as much as he wants, destroyed and a great and unifying medium of communication disrupted, with attendant dangers to our entire economy. The ~~cost to~~ the public in dollars and in the loss of free television far outweighs the potential gains of the pay-television scheme.

We believe, therefore, that the public's best interests and our best interests as well, lie in the continuing expansion of free television; that television channels now dedicated to all the public should not be used for the introduction of a system whose benefits to each viewer would be limited by his ability to pay.

Because the pay-television scheme would impose an unnecessary burden of billions of dollars on the American public; because it would charge the public for the popular programs it now enjoys free; because it would become a discriminatory service, available in large part to only those who could afford to pay; because it would endanger the scope and quality of nationwide news and public service programming, we shall oppose it before the Federal Communications Commission.

* * *

RESOLUTION OPPOSING PAY-TV PASSED BY

CBS TELEVISION PRIMARY AFFILIATES

WHEREAS in less than a decade American free home television has developed from infancy to the greatest medium of mass communication ever created, providing a nationwide service to 97 per cent of the American people;

WHEREAS under the American system of free television service, the American public has been brought the world's outstanding entertainment along with great public events as they occur, as well as news, discussions and public affairs;

WHEREAS the American people have placed their unmistakable stamp of approval on this system by investing 13½ billion dollars for some 37,000,000 television receivers and by watching, on an average, over 5 hours a day per family;

WHEREAS these purchases were made by the American people in the unchallenged expectation that the present method would be continued and that no further expenditure would be required by them in order to see the programs broadcast in each area;

WHEREAS a free system is basic to the American method of broadcasting and has unquestionably proven its success and its public acceptance;

WHEREAS any system which would require the public to pay for programs broadcast over the air would be wholly inconsistent with the

history of American broadcasting, would divide the American people by barring programs to those who could not afford them, would use the channels of free air which are currently broadcasting free programs to the public and would inevitably subtract from, if not fatally injure, present free service;

THEREFORE BE IT RESOLVED that the CBS Television affiliates oppose the proposals to authorize the use of the spectrum for pay-as-you-see television and urge CBS to assume leadership for the preservation of the present American system of free home service.

Passed at First General Conference
of CBS Television Affiliates,
Thursday, May 19, 1955, at
Waldorf-Astoria, New York City.

Stanton, Frank

Talk by FRANK STANTON, President
Columbia Broadcasting System, Inc.
Sigma Delta Chi Convention
November 13, 1954, Columbus, Ohio

I represent, here tonight, the johnny-come-lately side of journalism. For I belong to the world of communication that uses neither paper nor printing presses, but only tubes, tapes and transistors. Did I say only? There are only some $550 million dollars worth of these things in the service of American journalism now -- and twenty-five years ago there was nothing, or next to it. Not only no equipment, but no experience, no background, no tradition. We of broadcasting had to make up our own editorial wisdom and our own news techniques as we went along. In many respects we still do, thanks to the damnable habits of our engineers in making something obsolete just as we thought we were getting the hang of it at last.

This throws me pretty completely on my own, tonight. Earl Wilson is steeped in the tradition of Horace Greeley, let's say, but my connection with Horace Greeley is very dim, and if I had to introduce myself to him along with my tubes and tapes, I would expect a rough time. Of course, Greeley's New York Tribune of a hundred years ago might also be puzzled at having a Saloon Editor on its staff, but after a few moments of relaxation and deep breathing I think Horace Greeley would have gotten the idea -- the words saloon and editor

being even more synonomous in his day than in ours, and the one frequently being contained in the other, even in those days.

One of the factors which has kept us from the stability of experience and tradition is that electronic journalism had to be born twice. Just when we were beginning to acquire a respectable measure of experience, background and tradition in radio, along came television. And we had to start over again almost from the beginning. But now that we have a few years behind us, we may be just old enough to warrant my taking a little time to take stock of ourselves -- to stand back-to-back with our elders.

The journalism of the printing press and of the electronic tube are often today thought to be competitors -- and commercially they are. Professionally, however, they draw closer all the time, for inevitably they work more and more, in radically different ways, with the same raw materials.

Another fact that transcends jealousy, and also makes us brothers with Horace Greeley, is this: that we are forever taking it on the chin together, at the same time, from the same people, about the same things: our faults. We live in a world of dispute and abuse and confusion, and in air thick with dead cats being slung at us from every angle. No steam laundry that has just torn all the buttons off your shirt; no bus company whose driver has just carried you three blocks beyond your stop, gets it in the neck quite as hard as we do -- whether our journalism is of the press or the tube. Horace Greeley loved that sort of thing. And I am trying to.

Of course, newspaper editors are more used to it; their publications have been called vile filthy rags for scores of years. They know, too, that any reader who calls a newspaper "a tissue of lies" will want to get his own fabrication into the next issue of the tissue. Perhaps we in radio and television are still too young and too soft; perhaps we just have to live longer to develop that thickness of skin that seems to be essential to this way of life.

But before we permit ourselves to be too stunned by the long-range future ahead of all of us, let us see where some things stand right now, and then go on to see what is needed to make them progress in the future. This involves talking about ways in which our media are alike, and ways in which they are <u>not</u> alike. It isn't possible, of course, to compare our journalistic branches in parallel columns: broadcasters leave no permanent, easily accessible, record; newspapers are always <u>ex post facto</u>. But let's do the best we can.

Paranthetically, I should also say that in speaking tonight I am excluding the <u>entertainment</u> features of broadcasting, and letting the comparisons stand only in the domain of news and public affairs.

First of all, for both of us there is the matter of <u>straight reporting</u>: there was a crisis in Pakistan, an investigation in Washington, or a fire in Chicago. Somebody got the Nobel Prize, and somebody got caught evading his income tax. This sort of thing was for years the exclusive domain of the newspaper. Then radio edged in -- at first inadequately just by reading aloud some rudimentary dispatches

with little or no attempt to help the listener understand what they meant. But soon, radio was able to bring more comprehension to the news, and to add to it some analysis of what the news probably meant.

In a program like CBS Radio's WORLD NEWS ROUNDUP, wherein every weekday morning we can switch our listeners around and among four or five world capitals, and highlight the news from all of them in 15 minutes, we move with enormous efficiency and dispatch. But this sort of handling of the hard news didn't get invented overnight; it was a more complex business than it seems now that we know how to manage it. Here, radio has contributed importantly to a news form.

When television came along adding pictures and motion to sound, we could hardly wait: it seemed in the beginning as if the television camera would add a great scope to the reporting of straight news. But we reckoned without something, and that was the high proportion of the day's news that lies in the realm of ideas. And ideas are hard to photograph.

So, excellent though much television reporting has become, after a slow start, I think most people will agree that a further refinement of invention is still due here. A man seen reading aloud is not enough. Nor should we go to the other extreme of building the television news report solely around pictures. Yet if we weight him down with too much apparatus of maps, or film clips, or other baggage, we get the thing too bulky and we can slow it up too much while waiting to get our documentary material in. When, some day, we can fully add the services of the television camera to a radio news program like the WORLD NEWS ROUNDUP we shall have something very impressive indeed.

What about news features? Here I think it is not at all immodest to point to Ed Murrow and SEE IT NOW. Here the television camera has joined the procession as a full and equal partner. Here we have something that stems from the tradition of the finest Sunday roundup feature, or let us say, the cover story of the news magazine -- but where broadcasting has added something unique to itself, and to that extent is neither copyable by, nor stemming from, the journalism of the printed page. Here, it is possible, not to photograph ideas, but to make the camera reinforce them, or add point to discussion, in a most impressive way.

What about the operations of the intellect in our media? For both of us pay more attention to the operations of the intellect than most of the nation's intellectuals give us credit for. Our problems here are very different. The best newspaper pundits, the men who think hard and write lucidly and demand of their audiences that they pause and take real thought -- these men can and do, on the printed page, command the attention of their readers for twenty minutes at a time. But the very greatest pundit-columnist, reading his column aloud to a microphone, with or without benefit of camera, would be switched off by the hundreds of thousands before he had talked a minute. He has written to be read, not to be listened to. Not enough of our pundits have given enough thought to the subtle differences between what the reading eye and the listening ear will accept, even when both are connected to the same brain. And perhaps we of broadcasting are at fault for not having studied enough, and

coached enough, to translate the best of political-intellectual newspaper columns into broadcast terms. Here I think the advantage rests with you, and it is up to us to catch up to the extent possible within our ground rules.

But, what about the speech, as a matter of vital record? Here I think the terms are reversed. Only the biggest metropolitan newspapers give full transcripts of important speeches; the rest content themselves with excerpts. And a verbatim transcript, the day after, can look dull, whereas radio and television have the inestimable advantage of being instantaneous with the real event. That's the magic of live broadcasting. If the speaker is to be cheered or booed or shot at; if he is to say something tremendous or put his foot into a terrible mess, the audience is there waiting for it to happen. I am not sure what the newspaper does to overcome this considerable natural advantage, but doubtless some gifted young member of Sigma Delta Chi is pondering this problem right now.

As with the speech, so with the panel, so with the discussion, under the eyes and ears of camera and microphone. The debates, the round tables, the critical and sometimes very rough quizzing of public figures for the benefit of a nationwide audience of citizens, are to me among the most significant of improvements on the town hall meetings, the Lincoln-Douglas debates of an earlier America, wonderfully extended, brought up-to-date, and made available to all. The daily paper has been astute -- and generous -- enough to make its best reporters available to take part in the interrogation process. The

collaborative quality of our media here is at its most impressive. In general, broadcasting has furnished the electronics, the forum and the arrangements, and press journalism has provided most of the point, penetration and bite. We have still further and better to go here, hand in hand.

Along about here, there rises a basic question: can a broadcaster properly utilize the great opinion-molding power of that newspaper institution, the editorial? At CBS we think he can, and should. In fact, just back in August we made the first network attempt at it, and I happened to be the editorializer. My subject was something deeply important to electronic journalism. It was the right of the radio microphone and television camera to have equal access to an event with the other tools of journalism -- in this particular case their right to follow the reporter's notebook into the hearings of the Watkins Select Committee of the Senate that was sitting on the matter of possible censure for Senator McCarthy. I shan't repeat my arguments here. Because broadcasting is properly committed to the proposition of "fairness and balance" in the presentation of controversial issues, we invited Judge Harold R. Medina to present a contrary view. Our view did not prevail with the Committee, so radio and television were barred. I strongly regret this. But this regret is independent of what seemed to be the successful innovation of what we called the CBS EDITORIAL, and to which from time to time we are going to return.

So: we are borrowing from newspaper technique here. Can newspapers borrow from us? I spoke of the fairness and balance proposition to which broadcasting is committed. This is a bulky thing to administer; it needs discretion and causes headaches, but on the whole it is thoroughly good. I think some newspapers could properly imitate it with more attention to the proposition of "balanced space." In New York, the Herald Tribune did just that during the recent political campaign: having published a series of articles from various authors reviewing the achievements of the Eisenhower Administration, it followed up with equal space devoted to the Democratic counter-statements. This is no absolute novelty, of course -- since the Daily News had earlier established its "Battle Page" -- but it was more of a novelty than perhaps it should have been.

I don't see how "fairness" can ever be measured precisely. But it can be felt. Where the public feels a press organ to be unfair, it doesn't much matter whether the publisher agrees or not; public opinion will judge him. If it judges him unfair, this is scarcely good for the long range prosperity of our business of the long range effectiveness of our profession.

Let us think now for a moment of events as they happen -- whether planned or accidental. The television camera is an invention of enormous importance here, but it still needs some super-gadget yet to be invented. It cannot get to the outbreak of the fire, or catch the moment the freighter hits the rock. And the light-traveling

reporters of press and radio, I suppose, will always get there first. But the slower-following television camera will in the future, I think, make the reporter tell his stories better. If so, here is competition at its best in raising standards of professional service.

But there is something else the television camera cannot do: it cannot sit in the halls of Congress all day waiting for something to happen. But a wire service reporter can, and does. He suffers to listen to a thousand inconsequential things for the sake of the two or three of national importance. Television admires and envies, and so far cannot emulate -- not without solemnly and extravagantly recording everything and then throwing 99 per cent of it away.

Senator Mundt's observation, at the close of the Army-McCarthy hearings, that it had been a good thing to have had television to chaperone the press, was perhaps a good remark. Yet those hearings were a major demonstration of how much a television camera needs a competent editor. If a television camera is infallible, it is also non-discriminating. Some day, it may not be too much to hope that the discrimination of the trained human reporter can be better added to the cold infallibility of the machine -- and vice versa -- for on-the-spot coverage. When that day comes, we will certainly have had a wedding of two separate branches of journalism as will make a human record by which mankind, let us all pray, can guide himself more wisely than he has been able to in the past. Current events are not history, and current events are not wisdom, and even a deep and

exhaustive knowledge of current events does not make a philosopher -- but, it helps. For events are the raw materials of even the most rarefied and delicate thought. Philosophers and intellectuals may, and often do, look down on us -- but they're there because we're here.

So much for this brief assessment of our differences and similarities.

We hear a great deal about the obligations of journalists, publishers and editors. It is right that we should. But there is one obligation that is not as much discussed as most of the others. I want to say a brief word about it tonight, because it is an obligation equally imperative on both branches of our profession, and another thing that unites us.

While for present purposes the structural and economic differences between our media may distinguish the one from the other, the distinction results only in differences of degree and of mechanics. The end result is the same; the obligation is as urgent -- for you and for us. And it is an obligation which we should identify out loud, without shame. Perhaps the brashness which goes with our youth makes it fitting that I be the one to articulate it in public.

The obligation I am talking about is the obligation to make money while serving the nation and the public with our particular skills. There are some very handsome profit-and-loss statements in this business-industry-profession-art of ours -- and there are some

rather appalling ones, too. Actually, the obligation on us to be profitable is just as commanding as the obligation to be fair and truthful. Without this oil, the lamps go out. Without profits, the free press is no longer free.

But the obligation to be profitable does not lie primarily on the shoulders of the business office. The profitability of a publishing or broadcasting enterprise must stem straight from the freewheeling range, the courage, and the innovating power of the creative, the editorial, departments. When an organization is young, everyone down to the office boy is aware of the daily struggle to survive and grow, and the importance of his part in it. When an organization enters its middle years, with much of its success already taken for granted, the need for this daily struggle becomes much less apparent to the younger men and women. To help this second generation keep alert and inventive is one of the most difficult problems any of us face, but face it and solve it we must.

I speak of our activity, not as a business, but as a business-art. This it assuredly is. Some of our art may be bad art, but it's art. And in domains like ours, where art and money collide, somebody is always losing his temper. It's inevitable. But neither art nor money can be eliminated. Without the art, there is no enterprise at all, and without profitability, you have only two alternatives: bankruptcy or subsidy -- the latter just as deadly, in a young and dynamic society, as the former.

And so we must have profitability. Some newspapers and some broadcasting stations are suffering from profit anemia these days, and to that extent failing in what they can render their publics. We must find out what is wrong here, and right it. It is wrong, and stupid, to decry or apologize in the slightest degree for the profit motive. What we have to do instead, with the full benefit of the profit motive, is to become more and more experimental, more and more bold.

We can't be bold without it. And without being bold, we can't progress. We in broadcasting enjoy one enormous and almost unfair advantage. The technology of our industry-art is young, vigorous, and dizzyingly swift. We have a riches here that is almost embarrassing. In contrast, the technology of press journalism has moved at a pace for which the politest word is stately. Gutenberg invented movable types, Hoe the Perfecting Press and Mergenthaler the Linotype -- and then everybody rested, for Creation was accomplished. Only within the last couple of years has there been a new interesting stir in the technology of the graphic arts.

As a result of this advantage, broadcasting feels an unusual freedom of format. But the newspaper feels a heavy restriction on format. I am using this word not just to describe sizes and styles of type, but in its broadest sense of <u>the way things get presented.</u> In broadcasting, our technology and our public alike encourage us to experiment with format, not once a decade, but once a week. Our news and public affairs men respond to this challenge with great variety;

there is no penalty for a failure here beyond a momentary yawp.

But thus far, if a newspaper experiments with format, it does so at its peril -- or so it believes. A great newspaper, having arrived at its mode slowly and painfully over a period of years, would feel it was hazarding its very existence if it tampered with the formula. Beleive me, I have no bright ideas for how the New York Times could, to its greater profit and advantage, present its great budget of news in a new way. And if I had, it would certainly be smart of me to keep quiet about it. But has the last word been spoken on the very best way to offer the history of today and yesterday to America? I do not think so.

For all our sakes, I hope the spirit of experimentation is going to wax mightily in both branches of our business-industry-profession-art during the lifetime of even the youngest member of Sigma Delta Chi within reach of my voice this evening. Great things will still come of it if that is so.

Since I began these remarks with some comments on our common faults, maybe it is all right if I end them with a brief comment on what might be one of our common virtues. Think, if you will, of last election night, eleven days ago. It was a hair-raising experience. I am not forgetting some of the close races or even reversals of the past -- but in the number and diversity of photo finishes, the elections of 1954 stand unique. For the first time in this Century it looked as if Democracy just couldn't make up its mind about who was in and who was out, and even Univac was lead into a wilderness. The

voice of the People is the voice of God -- but Judgment Day was mighty late in coming, last week.

What I want to focus on is the physical picture of that night and morning, in newspaper and broadcasting offices. It is a vastly impressive spectacle, this gathering of the franchises, this attempt to take the political bloodpressures of 42 million people all at once. Every communication medium, large or small, becomes part of a huge, voluntary nationwide interlock -- of newspapers, of radio and television stations, of networks, of the great wire services, of the colossal grid of the telephone and telegraph system.

But that is not the most remarkable thing about it. The most remarkable thing is what the Public does. Putting aside all other considerations, the public glues its eyes and ears to newspapers, loudspeakers and television tubes; seeing everything, hearing everything and -- heaven help us all -- believing everything. The picture of the United States on election night is the picture of a mammoth democracy, the world's greatest political entity, utterly absorbed, and utterly confident in, every medium of communication it possesses.

So perhaps we must have some good points after all. If so, not the least of these might be that we give America its daily consciousness of being a Nation. If it weren't for us, private individuals all, and private businesses all, America would not know where it stood or what it felt. This fact stands out dramatically on a night like election night, when the Nation must know what it has done, and know right away; when delay, even like last Tuesday night's is almost intolerable.

Election night merely focuses the need: America must know all the time what it thinks. One week with a total absence of national communication -- can you imagine it? Can anyone imagine the consequences? But this need is what we fulfill.

I am far from saying we are a perfect mirror, or even always a very well-polished one -- but when the Nation holds us up to its countenance and looks, it sees something that is a reasonable facsimile of itself. Sometimes it doesn't like what it sees, and then it blames the mirror; but if this mirror were shattered, the National Countenance would disappear. I mention this modestly with no desire to contribute to the occupational disease of "journalistic elbow" -- which Barry Bingham described to you here two years ago as "coming from the constant exercise of patting ourselves on the back." We shall need to do that less and less as our practices and progress become such that other people will do it for us more and more.

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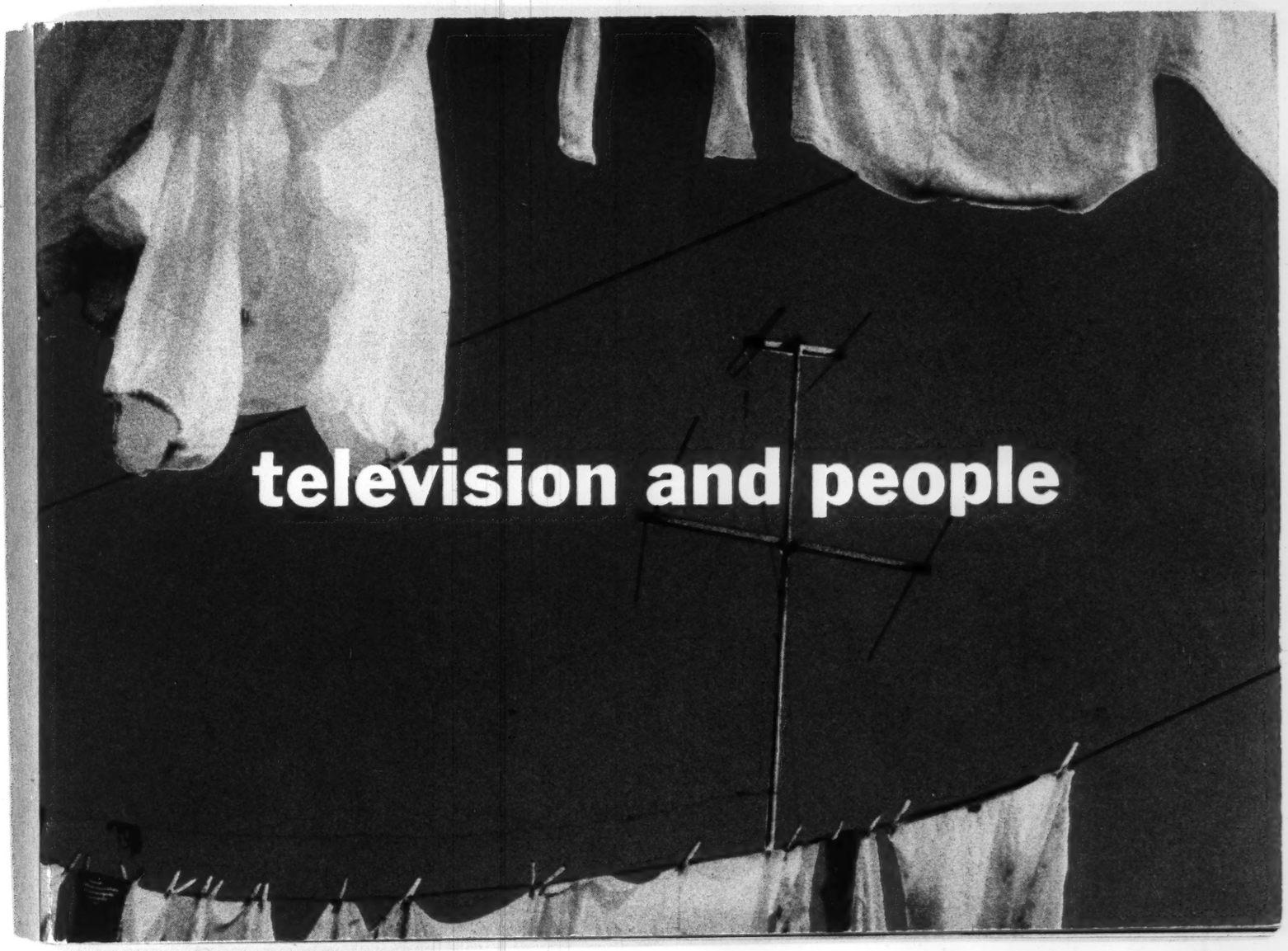


television and people

television and people

An address by Frank Stanton
President of the Columbia Broadcasting System
to the Institute of Radio Engineers

The scientists and the engineers have given us television.

Now what are we going to *do* with it?

Let me begin by recognizing that we are dealing here with something of great importance. It is no exaggeration to say that television is the greatest technical advance in human communication since the invention of the printing press, at the end of the Middle Ages.

In one sense, television *is* a form of printing, of almost startling ability. It reproduces and transmits the sight and sound of whole events.

Yet let us look for a moment at the contribution of the original printing press to get a better view of the role of television in communication.

The printing press was the first tool developed by society which made it easy to distribute information and ideas far beyond the range of the human voice. Printing made it easy "to get words out of town"... and that was its

The illustrations are scenes of actual television viewers taken from the CBS film: Television Today.

great contribution to the spread of culture. I might add that, while not generally recognized as such, printing was one of the earliest forms of mass production.

Before printing, there were only the slow processes of hand writing, whether on parchment or papyrus or clay tablets. You could send these out of town, but not to many places. It took so long to make the copies. Or you could send a man on horseback to tell your message. But either way, not very much information could be moved, to very many places, very fast.

LIBERATING COMMUNICATION To a very large degree, then, the printing press liberated communication from the barriers of space and time. It stimulated the flow of information and ideas. It helped knit together people and had an obviously tremendous influence on every phase of our culture.

A long time later came *radio*. Radio carried communication techniques into a whole new dimension. For the first time, we could now sénd the human voice itself out of town, doing it virtually with the speed of light.

In terms of impact and penetration, this proved an enormous forward step. Particularly as radio could also send music and comedy and drama right into the home, from however distant a stage.

Is it surprising, then, that radio developed with such explosive speed? In hardly more time than it takes a human being to grow up, radio has been taken into 95% of all American homes. 95%! Nothing else has ever achieved such distribution in so short a time.

Now, *television* is here. Television, adding still another dimension to our miracles of communication. For television not only transmits the living voice. It can send the sight and sound of a whole event "out of town." From great distances people can now see for themselves what is happening. Before television this power was reserved only for such unreliable media as spiritualists, mystics and telepathists! Today, the power "to see at a distance" is already being taken for granted in television homes.

Yet people have understood the profound value of this long before electronics was even a word in our dictionary. One of our oldest folk-sayings, for example, is "Seeing is believing." Another is: "Actions speak louder than words."

Right there are the roots of the great, built-in strength of television in terms of its human values. To be sure, one of television's early critics tried to dismiss it with a quip:

"Television," he said, "is something that enables the people in one room to watch the nonsense going on in another."

Well, one man's nonsense often turns out to be someone else's favorite program.

And it is clear, I think, that the most significant thing about television is how much this latest development of science brings us back to the most natural, most basic form of communication-experience: where we learn or absorb something because we are there *watching* it.

WHY TELEVISION GROWS SO FAST Television makes us an eye-witness, and does so in all the comfort and convenience of our own homes.

The political conventions of last spring, or the inauguration itself, illustrate the point. A few thousand people were there in person, having traveled long and expensive distances to suffer the discomforts of a very crowded city. Other people had to read about these events in newspapers; millions, of course, heard them on the radio. Some people saw parts of them, but later, in newsreels.

Those who watched television, however... in their own or friends' homes... saw and heard things as they happened. The events were there... in the home.

That is television—with its great natural appeal of the simultaneous experience of sight and sound.

That is why television is growing so fast, with even greater dynamics of expansion than radio showed in its early days. That is why television is almost certainly destined to become the greatest mass medium of our time.

But what, exactly, does this mean? Just what is a mass medium? The question is not as strange as it may seem.

THE DEFINITION OF A MASS MEDIUM I find many people who carry about with them serious misconceptions, unexamined assumptions, and sheer prejudices about the nature of mass media. I am not here to defend mass media. I want only to try to define them for what they are, for only then, I think, can we hope to understand what television's future patterns may be like.

Everyone, of course, is familiar with our mass media... at least, with their outward aspects. Nothing is more familiar in America. And few things are more important. For they are our primary media of free speech and free thought, the widest spread of news and culture and entertainment. They earn their own way, and must do it the hard way. For they can succeed only to the degree that they please and hold their audiences, in open competition with all the other media and activities of the American people.

FOUR BASIC CHARACTERISTICS What does it take, then, to be a true mass medium? I can count up to four basic characteristics which I think apply universally to them. These are, in order: First: broad appeal, Second: speed, Third: availability and Fourth: low unit cost.

The first of these characteristics... broad appeal... is inherent in the very term, *mass* medium. Certainly, the medium must be such as to attract all kinds of people, in all parts of the country, and in different age, income and educational brackets... all, or almost all, of the different kinds of Americans there are.

The second is speed... speed of distribution. Other forms of communication have great effectiveness and durability... sculpture, for example. But they lack the speed factor so necessary to a mass medium today.

The third characteristic of a mass medium is availability. There are several facets to this characteristic. Availability refers not only to geography but to time. A mass medium by definition must not discriminate between big cities and rural

areas. And, of course, the more hours it is available during the day the better it qualifies. Finally, if information is available through more than one sensory channel, such as television with its dual highway of sight and sound, it holds greater interest and delivers greater impact.

Availability has special importance in relation to what specific information or entertainment one will receive or reject. There are studies, for example, which show how people are influenced in their reading by what is readily available. Many individuals read books in which they are not especially interested, but which they find in their rooms . . . rather than go a few blocks to get a book they would prefer to read.

Here, I am sure, there is a parallel in television viewing behavior when it comes to movies. The individual or family will sit through a mediocre film on television in preference to going to a neighborhood house for a first-rate picture, largely because of availability.

It is the characteristic of availability, coupled with its dual approach through the eye and ear, that promises much for television. In the round, there is potentially but little difference between the movies and television except for the question of availability. One is in the home; the other is down the street.

On the other hand, radio has availability of the very first order, but its sensory approach is confined to a single lane. Television has both . . . availability and the combined channels of sight and sound.

And the final characteristic of a mass medium must be a low unit cost. The national magazine, for example, provides such a low unit cost for the publisher, for the reader, and for the advertiser, where this obviously is not usually the case with books.

THE IMPLICATIONS OF "BROAD APPEAL" There is no difficulty, no controversy, about accepting the implications of three of these four characteristics. We can all see what is involved in such factors as speed, availability and low unit cost.

But when it comes to the most important factor of all, the elements that go toward achieving broad appeal, then the fur begins to fly. For "broad appeal" means trying to please everyone. And whoever can succeed in doing that!

I speak with feeling here, from my years in radio. And I know we will face the same situation in television . . . though I hope that an increased understanding of the nature of mass media, among our articulate critics, may help reduce the incidence and intensity of their more violent attacks.

I am not sure just how aware you are of the kind of criticisms made of radio programs every day in the week, not excepting, by all means, not excepting, Sundays. Here, for example, is what one successful essayist and novelist has to say: "*Radio is as brash as a peanut vendor in a lecture hall, it's as cheap as a popcorn hawker at the opera, it's a burp in an anthem.*" Significantly, he then goes on to say: "*I have never had the sheer brass, the callousness, that it takes to listen to radio for more than a few minutes at a time . . .*"

So perhaps he doesn't really know much about radio—which apparently was no barrier to his criticizing it as he does.

A religious journal has denounced radio for...and I quote: "*Terrible deeds ...the worst being the destruction of silence.*"

And finally, one more critic; this quotation from a distinguished journalist who also has some reputation as a student of radio. He says: "*There may be, numerically, more 'bobby-soxers' than there are lovers of good drama, good music, sprightly conversation and stimulating discussion. However, the latter pay a larger share of taxes...*"

I must admit that to me this is a somewhat shocking statement, clearly implying, as it does, that an "elite" class in America should get most out of radio because they have most money and "pay most taxes."

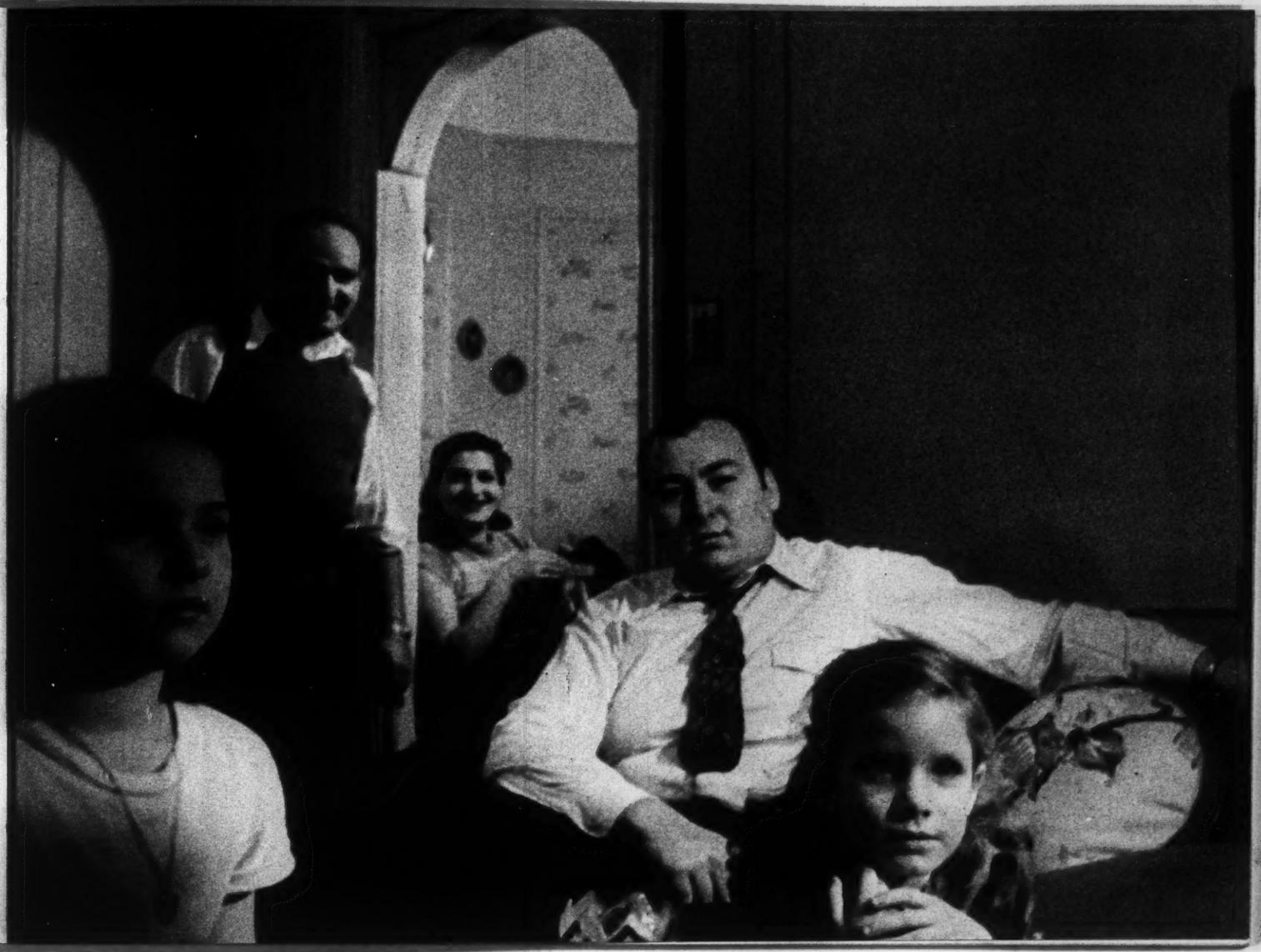
I am most impressed by such general criticisms of radio because of the contrast they present with the obvious facts of radio's success with the American people.

We have seen that 95% of all families have sets. They are listening to them more today than at any time in the history of radio, as reported by continuous research studies of how much people listen, and to what.

Or take another index of radio's acceptance: Fortune Magazine has just reported that radio is voted first in choice among *all* the leisure-time activities of both men and women in America; first choice by almost twice the number of votes for the second-rated leisure-time activity of either men or women.

Why, then, such harsh criticism? It is a question we should face, I think, because television is so likely to find itself in the same situation. These criticisms all point to a fundamental lack of understanding of the nature and audience of a mass medium; of what broad appeal really means in America.

More accurately, these criticisms point not so much to radio or television as such, as to a conflict in tastes between a relatively small class of people who have "high culture," and the vast majority of other Americans whose culture



may or may not be just as valid, but certainly runs to different things: to ball games rather than art museums, to popular songs rather than symphonies, to swiftly-told action drama rather than subtle studies of character.

I do not want to presume to suggest here which side is right or wrong in such a conflict. I suspect that neither is right nor wrong, but that we're faced with a basic difference in tastes between these groups, just as we have basic differences in language or religion among other groups.

I do, however, want to stress the existence of the conflict. For it is at the heart of all the controversies you will hear about the role of television in our society; about its obligations and opportunities to serve the people.

It is also the heart of the problem of how one achieves broad coverage for any mass medium in the United States, including television. A mass medium must concern itself with the common denominators of mass interest. Its basic appeal cannot be special, or excessive, or selective.

A mass medium can only achieve its great audiences by practicing what might be called "cultural democracy"...by giving the majority of people what they want.

If it doesn't do that, and many media do not, it will remain a small medium, however praiseworthy its purpose.

THE ROLE OF ENTERTAINMENT What are some of the elements of this "cultural democracy"? We find that most of the people, most of the time, want entertainment from their mass media. Not all the people, and not all the time, but most of them, most of the time. Entertainment is an intrinsic element of broad appeal. It is, in fact, the driving force behind it.

I think it is at this point that the actual audiences for mass media and the critics of them separate. Not all people, of course, have the same tastes in entertainment, any more than they have in furniture or food or friends. But these differences create more furor in radio, and will in television, than they do in other media, for an interesting reason.

The people of "high culture" don't often come into contact with books and magazines and phonograph records which they personally don't like. Certainly, they don't very often bring them into their homes.

But when they turn on their radios or television sets, what happens?

In comes a program not designed for *them* but for other people; not approved by *them*, however much it may be approved by millions of other people.

I think they tend to resent these programs as much as they do because this represents, in a sense, an invasion of their homes. So they get emotional indeed about "how awful" radio programs are, instead of simply turning the dial to another program, or waiting until something they do like is on the air.

They tend to say: *"Such programs shouldn't be on the air!"* instead of saying more accurately: *"I don't like them—but other people do."*

I suppose that such tolerance, however, is almost too much to expect of people. The Commission on Freedom of the Press has pointed out that:

"The desire to suppress opinions different from one's own is inveterate and probably ineradicable."

This, they say, explains why freedom of the press is so important. I suggest that the desire to suppress other people's tastes is probably just as strong and as widespread.

YET NOT ENTERTAINMENT ALONE I have said all this about popular programming because I feel that it will be the essential characteristic of television in the future, as it is now. But having said this, let me stress, as hard as I can, that it is not, and cannot be, the whole picture of television's role in our society. I am not even remotely suggesting that all of television should be "entertainment," any more than I could say that people want entertainment all the time.

Our own record at CBS amply refutes this. We certainly count our news, and public affairs, and cultural broadcasts among our very most important programs. And very significant parts of our audience do, too.

Television may well introduce a new level of audience-acceptance for such broadcasts; for the entire field of socially-significant programs, as distinct from direct entertainment. Indeed, television should do better than any medium ever has before, since it combines maximum impact with maximum availability.

Let me reduce the point to its simplest expression. Many people are not interested in *reading* a major speech by a world leader, or even *hearing* him speak by radio; just as there are lots of persons not interested in following a political convention by radio.

But these people may well find that when they can see the personalities involved, in action, as well as hear them, such events become more interesting than they had ever before suspected. So on television they will begin to watch and listen... and become better citizens for doing so.

Thus television, in adding its great impact and eloquence to the communication of serious ideas, may make a profound new contribution in such fields as

adult education, in reducing political apathy, and in improving international understanding. Indeed, television has already given a new dimension to the broadcaster's public service programs, just as it has opened new avenues to entertainment.

To me the broader appeal of the televised serious program is an encouraging sign. From this fact an interesting reversal in the communication of ideas may come about over the years.

With advances in transportation and communication, the "center of control" has moved further and further away from the average man. The shift has moved the unit of control steadily from the county seat to the state capitol and on to Washington. This trend has been paralleled by a falling away of participation and direct knowledge of what has been going on in the central government. For, despite improved transportation, most people cannot take advantage of it; and press and radio reporting is generally subject to another person's interpretation.

But with television, the average man can be there to see and hear what goes on. This at once helps to wipe out the losses in "participation" that have increased with our more complex society. Television will make it possible to watch a congressional hearing, an important debate or a conference. And the vantage point of the camera will be better than that of most spectators in the room.

On the serious side of television programming, there is one fact which seems to be emerging. It applies probably with equal force to the entertainment area, although there it is neither as apparent nor as important. It is the simple observation that you can't fool a television camera.

The television camera peels a phony down to size faster than any medium has ever done it before. It is merciless in spotting insincerity and shallowness. To come through, you must be sincere if you want to carry conviction.

I cannot predict how much television's greater potency in these fields may ultimately affect the ratio of serious programming to entertainment in tele-

vision; how different this ratio may be from what we have found effective for serious programs in radio in the past.

This is something for the American people to decide...and no one else.

Speaking as a broadcaster, I know that we will give the people every opportunity we can, to see and hear the most significant and interesting events of our time as well as its richest entertainment; and give them every opportunity to appreciate the most important cultural elements in our society. It is, of course, our obligation and responsibility to offer the people the best programming of which we are capable.

It is *their* power to accept or reject it.

Yet, if I cannot predict such changes ahead, I should like to go on record with some other predictions:

TELEVISION'S IMPACT ON OUR ECONOMY Television has come at a time when we need it most to maintain and help expand our giant economy.

I think most business observers of television already agree it is likely to have a significant effect on lowering our costs of distribution. Television, like all our mass media except motion pictures, is an advertising medium. But it is alone among mass advertising media in its ability to demonstrate goods in the home.

Just as the motor car broadened distribution beyond the fixed channels of the railroad and the river, so television will carry selling and education from the counters and the classrooms right into the homes of America.

Automobile manufacturers already are showing their cars going through the stiff paces of the testing ground *on television,* demonstrating their durability and riding qualities in the living room, where the buying impulse is born.

The department store shows its dresses to the housewife, holding a fashion show for her, in the home.

Television, in this sense, is much more than an advertising medium. It is a *selling* medium, making it easier for the customer to shop than ever before.

To maintain high level production and expand our economy, we must increase the wants. Here the mass communication of ideas through television, with its potency as a selling medium, should go far toward increased consumption.

Thus television, in the sale of sets themselves, and the goods they will help to sell, seems certain to have an important, positive influence on our economy.

TELEVISION AND OTHER MEDIA Does this mean that television will displace other media? I think not, though it may well influence patterns of their use.

When radio first flourished, many people felt it would do away with... or seriously hurt... newspapers and magazines, movies and phonograph records. Quite the contrary happened. All have grown since the advent of radio, as the wealth and population and leisure-time of the nation have grown. I see no reason for thinking the advent of television will fundamentally change this.

It is a matter of record that no mass medium, once developed, has ever disappeared. Each has its appeal, its availabilities, its use. And there are far

too many millions of Americans, with too many different tastes and desires and moods at different times of the day, for any one medium to serve them all.

IN CONCLUSION What conclusions are we to draw, then, on the subject of "Television and People"? I have had no intention of submitting any handy formulas for thinking about television. I have tried to summarize only a few of the many ideas open to us, based on the evidence at hand. And I submit them not as answers, but as tentative notions about the areas in which the answers about television may lie.

I can sum up these ideas in three paragraphs:

1. Television programming, to be successful, must obviously be geared to what the American people want... not necessarily what the audience will take, or what it now has, but what it wants. And I imagine these wants will become increasingly clear, since the public is nothing if not definite about what it likes and dislikes.

2. As scientists and engineers, I urge you to turn your attention increasingly toward developments in television which have immediate social utility. Lower

costs, higher quality, broader coverage... more television for more people (this means lower priced receivers and more channels)... these are immediate technical problems which, when solved, will advance television immeasurably. They will also go a long way in protecting television's freedom by broadening the base of its ownership and service.

3. We must realize that television is not just a miniature of the radio industry or of anything else that has gone before. It is a lusty baby-giant of a different family, from which it follows that what we examine so closely today may not be the same at all in a decade. We are dealing with a great new invention, not merely a novel version of an old one.

I submit that it may help us to think intelligently about television if we keep these points in mind. And the fact that the few criteria we have as yet about television are of limited value does not diminish the importance of the questions we ask ourselves and the answers we seek. For what we are dealing with here is not

only the fastest growing industry in the world; it is, as well, certainly one of the most important.

Never before have the opportunities and rewards for better communication been so great.

Never before have we had so great a need for improved methods of communication between people.

6-49

THE COLUMBIA BROADCASTING SYSTEM

The People Must Know

FRANK STANTON

The People Must Know

An analysis of the key role of information in a free society, by Frank Stanton, President Columbia Broadcasting System

Foreword

The new and critical demands on America's media of information that have been created by the emerging revolutionary developments in science and world affairs form the substance of two important speeches by Frank Stanton, President of Columbia Broadcasting System, Inc.

At the final ceremonies of the 49th Annual Journalism Week of the University of Missouri School of Journalism held in Columbia, Missouri, Dr. Stanton spoke on "The Changing Role of Journalism." In the course of these ceremonies he received the School of Journalism's Honor Award for Distinguished Service in Journalism and was specifically cited for his "successful fight for the right of the broadcaster to editorialize... (and)... courageous defense of network television," as well as for his outstanding contributions to "the research and development of electronic journalism."

As keynote speaker before the 36th Annual Convention of the National Association of Broadcasters in Los Angeles, Dr. Stanton defined one of the most urgent problems facing the industry today in an address entitled "The Crucial Challenge to Broadcasting." On the occasion of his remarks, he was presented with the NAB's 1958 Keynote Award, "... the highest award that can be conferred by (the) Association's members

upon one among their number . . ." for his "tireless and devoted leadership in the development of the American system of broadcasting . . . (and) . . . constant effort toward the fulfillment of this great medium."

The thoughtful and penetrating nature of Dr. Stanton's remarks deserves the close attention of everyone directly or indirectly concerned with the field of mass communications and with the growth of public understanding. Because they are complementary, the texts of both speeches are presented in the following pages.

EARL F. ENGLISH, *Dean*
The School of Journalism
University of Missouri

The Changing Role of Journalism

I am happy to be here tonight, and very proud of the honor you do me. No one can come to Missouri and to this University without being reminded of the great contributions made here both to journalism and to American letters. The roots of a wholly American literature are here. Missouri has bred a vigorous and venturesome press. And it has sent out journalists who have made their constructive influence felt all over the world.

The company whom you have honored in this way over the years include some very great figures. I cannot escape the fear that you have made a mistake in adding my name to that group. At any rate, perhaps the most appropriate response is that we in this relatively new and still not wholly matured field of electronic journalism share with all journalists a deep concern that we not miss our common opportunity in an age of crisis.

I have listened with great interest to Eugene Pulliam's stimulating comments on freedom. This is not a subject we can ever afford to take for granted. Indeed, for electronic journalism, the task is not so much to hold to the freedoms we have, but to fight to expand them so that we can share with journalists from the printed media at least some of their liberties. Essentially, the Constitutional recognition of the fundamental role of journalism in a democracy is merely the formal expression of the

attitude of the people. That attitude ought to be revitalized, from time to time, in terms of current needs. Otherwise, its formal expression is in danger of becoming merely a slogan.

Journalism and the people

It is also a good thing for us to take a look at journalism's attitude towards the people. Actually, the Constitution could confer upon journalism only its freedom. It provides neither a positive objective for journalism nor a road map for getting there. It confers the right to talk, it imposes a moral, though not legal, duty to be responsible; it obliges no one to listen. It provides for the one sweeping condition under which journalism can reach its highest usefulness; all the rest it leaves to journalism itself, and to the people.

Like other institutions in our democracy, journalism has from the very beginning been subject to a long, bumpy process of trial and error.

It has had periods of great usefulness when it has made the critical difference, I think, between our advancing toward the realization of popular aspirations and slipping back into an easy rut. But it has also had some pretty thin times when many people cared little about what journalism was up to.

By trial and error the press has found that it has had to respond—sometimes very slowly—to the needs of the people. As popular needs changed from one generation to another, the press also had to change. If it failed to do so, there would be no one listening. And when that happened, any right to freedom conferred by the Constitution amounts to little more than the right to be ignored.

The concept of the press as propaganda—epitomized by the party press of the early days of the republic – proved to be suitably short-lived in America. Journalism moved on into the great days of the nineteenth century.

The rise of the penny press—which reacted to the party press by containing no political opinion at all—was a peculiarly American institution. It reflected the insatiable thirst of a youthful nation for news about its own mores and social behavior at a time when there were few pressing problems of a threatening nature.

From propaganda to information

The penny press was, in its time, an economic as well as a journalistic phenomenon. But when its publishers and editors failed to recognize the disturbing issues growing out of our territorial expansion and the slavery conflict – when the needs of the people changed – it lost its place to a whole new crop of journalists: Greeley and the *Tribune,* Bryant and the *Post,* Bowles and the Springfield *Republican,* Carl Schurz and the St. Louis *Westliche Post,* among them. These were the years in which journalism first became a determining force in American life. They carried out with real vitality the role that the Constitution makers must certainly have had in mind when they envisioned a free journalism as a necessary ingredient of the democratic process.

Yet the giants of personal journalism came to see a decline in their influence and effectiveness – not because they had changed, but because the society they served had changed. The new needs were met by a new journalism that flowered in such

great papers as the St. Louis *Post-Dispatch* and the New York *Times,* a journalism that did not depend solely upon the driving force of a single mind and personality. And under this stimulus, the horizons of the average American became broader as the march of events became more rapid and complex, for the climate of life had become less hospitable to the moral force of the reflective article and more conditioned by what was happening in many places at the same time.

The Civil War also taught some lessons—among them the primary role of the newspaper as a reporter. It focused attention on the concept that the real strength of a newspaper lies in its reporting staff.

The new crossroads

All this is familiar to you. I remind you of it now only because we are, I think, again at one of those pivotal points in American journalism where its basic role is undergoing a tremendous change: a change in opportunity, a change in responsibility, a change being visited upon us whether we like it or not.

Moreover, I am convinced that never before has the role of journalism in America assumed proportions of such staggering dimensions and urgency as the events of the last decade — indeed, the last few months — has given it.

If we are to cope successfully with this change, all of us need to go back to the root of the problem as Jefferson saw it: that you cannot have a government by the people unless the people are informed. This dictum, which has never been disputed in our history — even in time of war — has always imposed on journalism a challenging and never-ending responsibility.

Even in slower-moving times, in the midst of far less pressing events, this responsibility has not always been easy to carry out. But in the past we have always had time on our side, and sooner or later in periods of great change, the evolving role of journalism has been spelled out by the people themselves in the slow certainty of the gradual change that is characteristic of the democratic process.

Less time for decision

Today, time has become a luxury we can no longer afford. The people of this country are called upon to make decisions – and to make their decisions known and felt–fast and unmistakably. Moreover, each decision must be based on increasingly wide foundations of accurate, understandable information at the very time when the issues are far more complex and difficult to make both accurate and understandable.

Now I cannot see how journalism can have the ghost of a chance of contributing what is absolutely essential to this fundamental process, under fearfully accelerated conditions, unless it begins with a clear sense of its own destiny. Governments in democracies move in tandem with public opinion. Our constant goal must be to come to a better understanding of the relationship between journalism and public opinion – what the essential role of journalism is in the molding and ultimately the expression of public opinion.

This is a much larger order than it seems at first glance. Philosophers and political scientists for centuries have been trying to discover what molds public opinion, what influences it, what changes it. Although the poll-takers have sought to dispel some

of the mystery surrounding the subject they have thus far been able only to nibble at the fringes of the mystery. The physiology of public opinion remains still largely unknown, still an enigma.

The nature of public opinion

Yet we do know certain things about it. One of the most important findings of the pollsters over the last twenty years is that public attitudes are rarely changed by mere exhortation without all the facts, on all sides, to provide the context and to assure the reader or listener that he agrees, rather than that he is being pushed. The concept of mobilizing opinion by a campaign of hortatory slogans is fallacious. For all of us in the profession of journalism that point has vital significance, no matter what medium we serve. It suggests that public opinion is crystallized or changed by the force of persuasion and argument only if, as a condition precedent, entirely different forces have first been at work. People generally resist being told what to do or think. They want to know all the facts and then make up their own minds about the merit of the opinions of others and of suggested courses of action.

This may well be the lesson we can draw from the Cincinnati experiment, conducted by the American Association for the United Nations and the United Nations Association of Cincinnati, aided by the Stephen H. Wilder Foundation. Their objective certainly represented an essential goal of a democratic people in a shrinking world: "to demonstrate how a community may become so intelligently informed on world affairs as to be a dynamic force in the creation of an ordered, eventually a peaceful world."

The campaign started in September 1947 – a period of relative serenity, with the United Nations heavily involved in procedural debates. Literature on the United Nations was given to every public school child and every teacher. Church and PTA meetings were devoted to the subject. At more than 225 meetings special speakers appeared, documentary films were shown, and thousands of pamphlets were distributed. Newspapers and radio gave special emphasis every day to information about the United Nations. Everywhere in the city slogans urging support for the United Nations were exhibited in enormous numbers: on blotters, matchbooks, street car cards and billboards.

Yet this mammoth campaign descended upon the people of Cincinnati with all the impact of a whisper in a boiler factory. On two central aspects of the United Nations—its main purpose and the existence of the veto power—almost exactly the same percentage of the population had knowledge after the six-month campaign as before it. The same percentage of people who praised the United Nations before the campaign praised it afterwards—and for the same things; so did an unchanged percentage blame it—and for the same things. The citizens of Cincinnati were just not susceptible of mobilization by exhortation alone, even of the most concentrated, disinterested and saturating kind.

I suspect that these results are not wholly surprising to you who are students of the history of American journalism, for you are aware of the immense gaps between the vigorous editorial support of some Presidential candidates in our history and the popular vote at elections.

The power of the press

I cannot agree that this has anything to do with a so-called "decline in the power of the press." The press in this country was at its weakest by far when the mainspring of its existence was held to be a persuasive power over the people. Such a power seems to me to hold no promise for the effective workings of self-government, because it does not imply an informed people at all. It implies a suggestible one, very apt to turn to the next most artful persuader that comes along. The opinions of a people easily persuaded rest on very weak foundations indeed.

The major job: the flow of information

Opinion can never be mobilized in this country, unless there is first—and unless there continues to be—prompt, clear and arresting news of events. We can sense this all through our history: in the response to the British march on Concord, in the siege of Fort Sumter, in the attack on Pearl Harbor. The danger today is that, in the traditional working of democracy, we live at the mercy of a population capable of mobilization only after the impact of a disaster. Today, such a disaster may be so great and so swift that mobilization after the fact will be little more than the desperate wanderings of a few survivors among the wreckage.

I think, however, that we have hopeful and strong evidences that this will happen only if there is inadequacy in the constant flow of information to the people. Manmade disasters do not burst out of a vacuum. Lexington, Sumter, Pearl Harbor – all were culminations, not beginnings. The great event which marks

the end of a chain reaction is explosive only because the lesser events leading up to it were inadequately known and hence imperfectly understood.

Even if the reporting of these lesser events cannot be counted a wholly new role for modern journalism, it must certainly be counted as a role wholly new in urgency and emphasis in this ICBM age.

That is the major job that faces journalism in America today. And we are not talking about our survival as a profession now. We are talking about any survival at all.

Evidence of effectiveness

We can be comforted by evidence that prompt, thorough and good reporting *does* work. In the Fall of 1956, every form of journalism in the United States – press, radio and television – reported fully and arrestingly on the Hungarian revolt.

Before this a Roper survey of a cross section of American adults found that 72 per cent of them *opposed* any immigration allowance beyond the fixed quota.

After the revolt, but when the immediate emotional reaction was over, 72 per cent were *in favor* of lifting the immigrant restriction.

Also in the Fall of 1956, despite the preoccupations of a Presidential election, journalism in America in all media did a job of incisive effectiveness in reporting the Suez crisis. In a survey before Suez, less than a third of the people were unqualifiedly in support of a United Nations police force in troubled areas. After the Suez crisis, 57 per cent of the American people, in a similar survey, were unqualifiedly in support of a

United Nations police force – including its use of American soldiers.

In March 1957, when the $72 billion budget for 1958 was submitted to Congress, a survey showed 60 per cent of the American people in favor of cutting it. After the dramatic job of reporting the flight of the Sputniks, another survey showed 65 per cent of the American people in favor of *increasing* the budget.

Now all these issues were the subject of arguments, orations and repeated exhortations for years.

But information brought quickly, fully and well on events relating to the issues accomplished the mobilization of opinion that years of persuasion and argument failed even to start. I find this very heartening. To me it means that exhortation does not move without the facts.

Better and faster news

This has an obvious bearing on the role of journalism in our time. It emphasizes the importance of better, faster information to the people. The speed, clarity, accuracy and thoroughness with which we report events that inevitably shape public opinion constitute the very essence of our responsibility as journalists.

I do not mean to minimize the role of editorialization. It is of vital importance. But editorialization without the context of objective, factual reporting, is personal opinionating in a vacuum. Unless the people have confidence that they have all the facts without bias, they will tend to dismiss the editorialization. But if they are persuaded that the opinion is based on all the facts–facts which the journalist has first given to the people–

then the editorial will be accepted as thoughtful and helpful guidance.

Newspapermen have many of the same problems we do in the younger, newer branch of the press—electronic journalism. We both recognize a special responsibility to the public interest that world events have imposed upon us. We in broadcasting have additional unique problems of our own that relate to the very newness of our kind of journalism: radio reporting as we know it today is scarcely 20 years old, and television reporting is barely beyond its tenth year.

Newspapers and broadcasting

Each medium—the newspapers, radio, television—has its own individual capabilities.

Newspapers can present news in a great wealth of detail. The reader can peruse at length those things in which he is most interested, and ignore, or treat lightly with, the remainder. But in broadcasting the listener – or viewer – lacks this option of selectivity. In the electronic medium where time is the only dimension, the news must be presented sequentially. A further element is the inelastic nature of the dimension we call time. There are 60 minutes to the hour, 24 hours to the day. No matter how compelling the news may be, there simply is not enough time in a broadcast day to treat in detail the full panorama of news; not if we are to do the other jobs which we must do in order to make possible the fulfillment of our news functions. Completeness in the sense of detailed coverage, therefore, is one of the major advantages of the daily press and one of the technical limitations of broadcasting as a news medium.

On the other hand, radio and television brought an exciting new dimension to journalism. Ours is the strength of immediacy in reporting, often in transmitting the very event as it is happening. Combining sight, sound and action, television has brought the world into almost every American home, giving remote places reality and revealing the important figures of the world as both more and less than legendary names. Moreover, by their very natures, radio and television are the media that often first trigger the interest of people in new events, new personalities, new problems—sending them to the printed media for further and continual information.

In the decade or so that we have had television as a great new presence in journalism, we have organized ourselves to meet our job as reporters.

This is not to say that we have arrived at any plateau of effectiveness or thoroughness that calls for no more effort or ingenuity. But we have joined the older media in fulfilling the reporting function so that a certain level of performance is expected of us. We are getting the major stories, and we are getting them to the people.

The responsibility ahead

But we cannot be content to rest on our oars for we are still far from getting to where we ought to be. We must constantly remind ourselves, I think, that the role thrust upon journalism today requires a far graver view of our total responsibilities than that which any of our predecessors had to take. Democracy rests on public opinion, and democracy succeeds only to the extent that public opinion is intelligent, well informed, respon-

sive. The facts of life in the world today make this need for an informed public far more urgent than ever before.

There is mounting evidence that public opinion is shaped more clearly and more swiftly by the impact of events than by the power of propaganda. Propaganda in mid-twentieth century is self-limiting. On the other hand, people adequately informed can act and act fast to make their wishes known, and compel leadership to action. Upon the basis of full information which they can trust, people can make up their own minds about the conclusions of others, and if those conclusions — whether programs of Government leaders or editorials of journalists—are well founded on known and understood facts, people will be stimulated and influenced by them. Only, however, because they understand, and hence respect sensible opinion.

These circumstances put journalism on the threshold of the toughest job it ever faced, with the most serious issues hanging on its success or failure.

For our ability to report swiftly and thoroughly the events of our time in a way to compel the attention, interest and understanding of tens of millions of people is essential to the very survival of democracy itself.

The Crucial Challenge to Broadcasting

By definition, a keynoter is expected to deal with the "essential issues." One thing on which all of us will agree is that broadcasting has more than its share of essential issues today. The full and proper use of the electronic spectrum is central to many of our problems. The thorny question of our freedom under licensing has many urgent implications in these critical times. The role of broadcasting in a period of economic softness is of vital importance. The variety, tone and direction of the many official inquiries about broadcasting are certainly of the utmost importance.

Any one of these matters could more than qualify for our attention this morning. But outweighing all these problems and many others, however important they are, is one crucial fact that distinguishes this convention from the 35 annual meetings of the past: We are living in a wholly new age, amid a wholly changed set of world conditions. And I concluded that, instead of looking at our family problems, we might do well to take a look at what the new age means to us as broadcasters.

The comfort and quiet of millions of American homes were shattered by a news bulletin shortly before seven o'clock on a Friday evening last October. Before two hours had passed, an unfamiliar code signal—the sharp beep of Sputnik I—pene-

trated into virtually every home in the country. This was more than a fantastic news bulletin. It was startling evidence of a fact of awesome significance.

Before many days had passed, this Soviet satellite had changed the outlook of the whole country on a score of things from the defense budget to education. The trouble at Central High in Little Rock, the AFL-CIO's suspension of the Teamsters, the question of who would run for Governor in California —matters like these that had dominated the news were shaken down to the dimensions of a high school football game. This nation had suffered a resounding defeat.

The reaction to Sputnik

The only positive thing about it was that the people knew it, and the realization came very fast. Public opinion, in response to a tremendous flow of information, moved out ahead of the leadership of the country and pressed it into action. Within weeks, steps were taken to liberate scientific knowledge from restrictions that inhibited joint progress with our allies; a new and high White House post was created to give direction and impetus to our scientific program; top priority in the Defense Department was given to the missile program; the budget was revised to provide for accelerated research and development; the army was directed to launch earth satellites; a penetrating reappraisal of our whole educational system was undertaken; and concrete moves to reorganize the Department of Defense were initiated. This immediate recognition and goading to action represented a victory that went far to dispel the gloom and alleviate the shock caused by Sputnik.

But the ominous beeps signaled the beginning of a technological war with the highest stakes in history. And the victory of the public response to it in America was little more than a realignment of forces in a battle.

Only six months have gone by, and already there are signs of a slow, persistent lapsing back to the relaxed attitude that all our problems are being taken care of somehow.

The dangers ahead

Yet any sensible American would agree that the dangers evoked by Sputnik have not subsided one iota. Sputnik I was a hundred-and-eighty-four-pound satellite cast into orbit. This was six times the size of Explorer I, which we succeeded in getting into orbit three months later.

On November 3, 1957, the Russians launched Sputnik II, which was three hundred and forty-five times the weight of our Vanguard I, set into orbit four months later.

Today, there is a possibility that the Russians have put into orbit satellites coded to be known only to their own scientists. And there is no comfort in the fact that the first two Sputniks have disintegrated.

The chilling facts of the Soviet launchings—with all their sobering implications of Russia's progress on intercontinental ballistic missiles—spell out the dimensions of the problem and the dangers that face us as a nation and the whole Western world.

Meanwhile we are caught in the historic dilemma of a democracy: how to get enough action fast enough. Not to *react* to disaster but to *prevent* disaster.

The challenge to broadcasting

It seems to me that there is only one way it can be done, and that we in this industry bear the brunt of the burden—whether we like it or not—to insure its achievement. Sputnik I demonstrated that, given information promptly, authoritatively and compellingly, the American people will mobilize swiftly, not just to approve governmental action, but to demand it. This national reaction made it clear that it does not take the bloody explosion of a Pearl Harbor for a democracy to move into action.

The danger lies in the falling-off of an aroused, interested, alert people once the initial shock of the discovery of new realities lapses.

In this age of outer space, we cannot afford such a lapse. The answer is simple: we now face the duty to get before the American people a continuing report of what is going on both here and abroad; we must exert ourselves as never before to report with thoroughness and clarity; and we must make absolutely sure that we do the job so well that there will never sneak up upon this nation a Pearl Harbor of ICBM proportions.

The job is going to get harder rather than easier as Russia expands its front and becomes more active in international economic warfare. Effective counterattacks by the United States on the economic battlefield can be launched and sustained only if more Americans have a better understanding of the problems and fully comprehend its urgency. Compared to the reporting of dramatic scientific developments, this vital economic conflict puts a really tough assignment before us as reporters.

This kind of responsibility seems to me the great challenge that faces this industry today—a challenge besides which all other

problems fade. Moreover, it is the ground on which we have a right to fight as energetically as we can any move to weaken us by unreasonable regulations, by whimsical application of authority through licensing, or by gnawing away at our economic structure.

We need to remind ourselves that since the eve of World War II, broadcasting has become the major source of news for the people in this country. As early as 1942, the American Institute of Public Opinion revealed, 62 per cent of the American people preferred to get foreign and national news over the radio; 82 per cent of all respondents said that they heard the news *first* over the radio. Today, more people in America get the news from an individual television network news reporter than from any other one source. Most Americans heard the news of Sputnik I from radio and television.

I think that this public reliance on broadcasting and its trust in us have borne directly upon our growth. Today the nearly 4000 radio stations in the United States outnumber daily newspapers better than two to one. Forty-four cities have three or more operating commercial television stations, while only 17 cities have three or more daily newspapers.

The necessity for speed

Added to all this is the fact that, alone among media, broadcasting can reach all the people at the same time. It can reach them immediately. And it can reach them at any hour of the day or night. In a democracy, which grinds to a halt without an informed people, this is a profoundly serious responsibility that

has been placed on us. In an age over which hangs the threat of ICBM warfare, with all the speedy, unpredictable devastation that it implies, it is a responsibility of critical importance. Broadcasters *can* meet this responsibility—*if* their essential strength and structure are not impaired and *if* we put our minds to it without qualification.

Networks and stations must continue to work together. Only through the networks can events be transmitted simultaneously to the whole nation, and only through individual stations can local aspects of national problems be dealt with fully and effectively. All of us, in both networks and stations, must see with complete clarity the urgency of this information-disseminating function, and come to an unqualified determination to do the job. We must throw the full weight of our skills, experience and resources behind this effort, for this is the real test of the public interest, convenience and necessity, upon which our franchises depend.

Electronic journalism—the answer

Can there be any question that an informed people is the whole force of a democracy and that, in time of continuing crisis, it is the difference between life and death? Democracy moves in response to the people. Government in the United States cannot proceed by merely seeking approval after it acts. Often its inertia can be overcome only by popular pressures. Yet without a continuing flow of evidence before the people, there is no feedback. When this vital process is more vulnerable to the speed of events than ever before in our history, it would be

suicidal for us to fall down on our job of providing the evidence.

It is nothing short of providential that electronic journalism came of age on the eve of the ICBM age. For the first time in a climate of events demanding that decisions be made by the people wisely and quickly, the evidence upon which they must make their decision is available to virtually every family. It is available directly and swiftly.

And it *is* evidence—not just reports. Electronic journalism brings to the people the full image of personalities—not just what somebody *says* about them. It brings the event itself—not just what somebody *reported* about it. It brings the background of events. It reveals trends. Through the depth interview, in which leaders making the news are directly confronted with unrehearsed, informed questions, it enables people to look at all sides of major issues.

The role of the network

Because the sources of the evidence needed by the people to make intelligent decisions are world-wide, and because access to personalities and events of world importance is physically and economically impossible to individual stations, a very great share of the reporting job must be done by the networks. Moreover, the interest in world events created by people hearing the voices of reporters from where the news originates has proved a powerful factor in focusing increased attention to national and international affairs. This is one of the significant contributions that a network makes to broadcast journalism and the public, particularly in areas where newspapers give major emphasis to local and regional news.

The role of the station

And the individual stations of the country also have special responsibilities of no less importance. Among them is the job of extending into terms of community reference the great issues and problems that confront us as a nation. If it did nothing else, the haunting beep of Sputnik awoke this country to a concern over education that is without parallel in our history. The national concern was expressed in news stories, in background informational programs on our schools and colleges, in discussions and debates by nationally known educators and critics of education, in interviews of students, parents, teachers and scientists, in national audits of our educational strengths and weaknesses.

But to have real meaning and to inspire real action, this grave problem must be pressed to the local community. The national spotlight can only illumine it in general terms. To solve it, there must be concern, watchfulness and action in the thousands of communities served by individual stations. There must be an opportunity for the citizens of the community to hear their own educators and other leaders on the subject. *This* is something to which the networks cannot make a direct contribution. Only the stations can pick up where the networks must stop and help translate principles evoked by national discussion into the community action upon which the resolution of many of our basic problems ultimately depend.

An equal responsibility rests with the individual station to stimulate national action. The ultimate source of authority in America is not in Washington but in the thousands of commu-

nities that are represented there. Views and attitudes from home must get to Washington, and it is then that the Federal Government acts—and not in response to the demands or unsupported urgings of a few nationally prominent people. National action depends upon a union of regional and local views. For these to be distilled and articulated, it is necessary for interest to be aroused on the local level and for discussion to be vigorous and to end in a positive expression of the consensus. One way to produce irresponsible action in Washington would be to cut off the constant flow of intelligent, considered, expressed opinion from the rest of America.

To insure this flow, the people must see and hear world and national events in relation to their own affairs. Here, too, the station must be the vehicle through which the people of its community become perfectly clear on the impact of remote events on their affairs and institutions. As this unprecedented challenge confronts the industry—a challenge that unmistakably involves our national survival—we must take realistic stock of ourselves and see if we are equal to it.

The four fronts of action

It seems to me of paramount importance that we do everything in our power to move ahead. We cannot hesitate; we cannot fumble. We cannot turn back the pages of history and throw over to other media the immense reliance the people of this country—for nearly two decades now—have put upon broadcasting for news and information, for bringing directly to them the events and personalities and issues of the times. We cannot, by default, withhold the evidence upon which they must base

their decisions and formulate their opinions.

This is not just a matter of holding our own. There are four fronts on which, it seems to me, we must move.

First: We must resist with vigor and unity of purpose all shortsighted efforts – however well intended – to weaken the basic structure of broadcasting. Sound practices and economic health are the minimum essentials of getting the job done.

Second: We must ourselves take a fresh look at the "public interest, convenience and necessity," never forgetting that without devotion to this basic element of our charter, we can become just another industry.

Third: We must broaden our concept of what constitutes an adequate news service. By this, I do not mean adequate in quantity alone. I mean a program service fresh, imaginative, provocative and arresting in quality.

Fourth: We must join the rest of the press in the fight for the right to get information and, without harassment, to report it. For this is the raw material from which sound public opinion is formed in a democracy.

Over the long pull, the ultimate fate of a democracy rests on the attitudes of its people. We know by historic experience, sometimes perilously close to disaster, that the people can be stirred to action once they know what is happening. But we know also that it is easy and tempting for the people to drift into passiveness and false confidence. We in broadcasting, reaching into virtually all of the homes of this country, have a responsibility—that we cannot escape, or shift to anyone else—to see that this does not happen.

We are no longer merely an extension of other informational media. We have had leadership thrust upon us—whatever the risks, whatever the harassments, whatever the discouragements. The survival of our freedom as an industry—as well as that of all of us as a people—may well depend upon how we exercise it.

10/26/54

WU04 1 PD
FAX WASHINGTON DC OCT. 26 352PME

FRANK STANTON, PRES COLUMBIA BROADCASTING SYSTEM

The unusual amount of partisan political content in the talks by Mr. Eisenhower before non-political audiences which have been carried by the major radio and TV networks free of charge of the Republican party in the closing days of the campaign prompts me to request that in fairness to the Democratic party, and as a public service to the millions of voters who want to see and hear both sides of the political debate, your network provide a half-hour period for a statement of Democratic views.

Adlai Stevenson, the titular head of the Democratic party, is making major addresses this Thursday night in Trenton, N. J. and this Saturday night in New York City. Facilities for broadcasting and telecasting are available at both of these meetings, and I strongly urge that your network carry one or the other of the addresses. Since we are eager to publicize these appearances, we would be grateful for a prompt reply.

Stephen A. Mitchell, Chairman Democratic National Committee,1001 Connecticut Avenue, N.W. Washington,D.C.

October 26, 1954

STRAIGHT WIRE

MR. STEPHEN A. MITCHELL, CHAIRMAN
DEMOCRATIC NATIONAL COMMITTEE
1001 CONNECTICUT AVENUE NORTHWEST
WASHINGTON, D.C.

We acknowledge receipt of your October 26 telegram requesting free radio and television network time for Adlai Stevenson to reply to recent broadcasts by the President. Our established policy has been not to provide time to reply to the President of the United States, or members of his Cabinet, appearing and speaking as such, or reporting to the people on their official activities, over our facilities. We believe this is a sound policy, fully in accordance with laws and regulations, and we have applied it alike to Republican and Democratic administrations. Accordingly, we are constrained to deny your request for free network time.

FRANK STANTON, PRESIDENT
COLUMBIA BROADCASTING SYSTEM, INC.

WU K034 PD

FAX WASHINGTON DC OCT 27 414PME

FRANK STANTON PRESIDENT COLUMBIA BROADCASTING SYSTEM

Know of your pride in the great CBS tradition of public service and your own personal conviction that direction of radio and television networks is a public trust. I was disturbed to hear newscasters over the NBS networ reporting that CBS had refused a "demand" by me for time to "reply" to recent speeches by Mr Eisenhower .I did not demand time; I requested it. I did notnrequest time for a rplxx reply for a "statement of Democratic views" which I requested be provided"in fairness to the Democratic Party, and as a public service to the millions of voters who want to see and hear both sides of the political debate." But in your wire to me, you state that it is your established policy " not to provide time to reply to the President of the U.S., or member of his Cabinet, appearing and speaking as such, or reporting to the people on their official activities."

This is not a reply to my request that the CBS Network provide to a Democratic spokeman the same opportunity to the state Democratic views that it has provided to the head of the Republican Party to state Republican views.

Our request waw xx was based on the belief that CBS would want to be fair to both parties and to serve themillions of voters who want to see and hear both sides of the political debate. Does CBS want to treat both parties equally or does it not? Does CBS want to serve the voters who want to hear both sides of the political argument or does it not? Tosxx Those are the questions raised in my wire which you did not answer

I am sure you would not seriously deny that the recent so-called non- political broadcasts and telecasts of Mr Eisenhower and his Cabinet carried over CBS and other networks in the closing days of the campaign have been designed to have a partisan political effect and presumably has such effect the newspapers are full of speculation, not as to whether these broadcasts have been political, but as to howv xx how much they have helped the Republican campaign

Only this morning a capable CBS reporter. Griffing Bancroft, described how Mr Eisenhower hasturned such recent so-called non-political appearances as the Cabinet meeting and his ecohxx economic speech the same ight to political advantage for the Republicans

The facts are that the President's staff has vigrously sought free radio and tv time for political use by an unusually heavy booking of so-called non-political appearance at the peak of the campaign your decision to rest on a narrow interpretation of FCC regulations rather than on a realistic appraisal as to whether the Democrats are entitled to time as a matter of justice and fiar play raiexx raises the specter of a blackout od Demoratic arguments on public service time and a Republican monomoly achieved by using Hxx the President as the party's chief spokesman this result would not be good for the country regardless of whether a Republican or a Democrat were in the White House.The vast facilities for communication which CBS and other ntwxx networks control should be used for public enlightenment not as exclusive political weapons available to which ever party holds the Presidency.

Let me remind you that altouxx although Mr. Eisenhower won the Presidential election, more votes were cast for the Democratic partys candidates in that election than were cast for the Republican candidates yet the decision announced in your wire to me means that unlimited

fre time is available to the spokesman for the party which won the President but no time at all is available to the spokesman for the axx party which cast the majority vote. I do not see how tosxx those who cast those Democratic votes can feel that your decision to black out the Democratic spokesmen shows any consideration for their desire to hear their side represented along with the Republican side May I urgently request you to reconsider your decision. The weekly Sunday political debates which CBS is carryin g over radio and television are in the highest tradition of public enlgxx enlightenmentnand scrupulous political fairness. May I urge that you apply those same principles to my request that a Democratic spokesman be heard over CBS before the campaign ends a s a balance to the time given Mr. Eisenhower.

It is not my impression that there is anything in the FCC regulations which you have cites to preventllll you from taking step nor is it my imprsssion that the FCC regulations were designed to be a refuge into which a broadcaster could retreat to avoid facing the question; what course will provide the maximum of englightenment to the public and fair play to bother partyes ? It is my belief that the FCC regulations, whether they accomplish this or not, were designed to prevent political discrimination and to protect the publics right to know I hope, with these thoughts before you that you will give earnest reconsideration to my request

Stephen A Mitchell Chairman Democratic National Committee

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STRAIGHT WIRE

October 28, 1954

Mr. Stephen A. Mitchell, Chairman
Democratic National Committee
1001 Connecticut Avenue, Northwest
Washington, D. C.

We have carefully considered your wire of October 27. I am still persuaded that our denial of your request for free time for Adlai Stevenson to balance time given to President Eisenhower and members of his Cabinet is wholly consistent with the CBS tradition of public service, a tradition which you recognized in your telegram.

As I previously stated, our position is based on our long established policy not to provide time to reply to the President or members of his Cabinet when they broadcast as such or are reporting to the people on their official activities. In the past two months the CBS Radio and Television Networks have carried only the following talks by the President, the Vice-President or members of the Cabinet: On September 26 a brief segment relating to the Community Chest was devoted to a talk by Vice-President Nixon broadcast by the CBS Radio Network; on October 19 a three-minute talk by the President as a part of the Museum of Modern Art ceremonies was carried by the CBS Radio Network; on October 20, the CBS Radio Network broadcast a half-hour speech by President Eisenhower before the American Jewish Tercentenary Committee; on October 21 a half-hour speech by President Eisenhower at the Alfred E. Smith dinner was carried by the CBS Radio Network; on October 21 a 23-minute speech by Secretary of Treasury Humphrey at a Victory Bond dinner was carried over the CBS Television Network; on October 24 the CBS Television Network devoted a four-minute segment of a two-hour

program in celebration of the Edison Light Diamond Jubilee to a film of President Eisenhower marking the occasion; and on October 25, the CBS Radio and Television Networks devoted a half an hour to the President's appearance with the Cabinet to hear the report of Secretary Dulles.

These broadcasts were in accordance with the CBS practice and policy of carrying significant and timely public activities of our government. I would remind you that in 1950, the last off-year congressional election period, when Harry S. Truman was President, the CBS Radio and Television Networks carried the following broadcasts during the two months prior to the election:

On September 1, 1950, a half-hour broadcast by President Truman entitled "A Report to the Nation" on radio and television; on September 3 a half-hour talk by Secretary of Labor Tobin on radio; on September 8, a half-hour talk by Secretary for Air Thomas Finletter on radio; on September 9, a half-hour "Report to the Nation" by President Truman on radio and television; on September 10, a half-hour talk by Secretary Acheson on America's foreign policy on radio; on September 17, a half-hour talk by Secretary of Agriculture Brannan on radio; on September 18, a fifteen-minute talk by Assistant Secretary of Defense Griffith on radio; on September 22, a half-hour talk by W. Stuart Symington, Chairman of the National Security Resources Board on radio; on September 24, a half-hour talk by Secretary of Commerce Charles Sawyer on radio; on September 28, a half-hour talk by Paul G. Hoffman, Administrator of the ECA on radio; on September 29, an address by

President Truman at the start of the Community Chest drive on radio; on September 29, a half-hour talk by Secretary for Air Finletter on radio; on October 8, a half hour talk by Secretary of State Acheson on radio; on October 10, a fifteen-minute talk by Secretary of Defense Marshall at a Washington Community Chest rally on radio; on October 17, a half-hour talk on foreign policy by President Truman on his return to this country after his visit to General MacArthur on radio; on October 24, a half-hour address by President Truman to special session of the fifth U. N. General Assembly on radio and television; on November 1, a 25-minute broadcast by President Truman and Secretary of Defense Marshall at the unveiling of a statue of Sir John Dill on radio; on November 1, a half-hour talk by Secretary of Commerce Charles Sawyer on radio; and on November 2, a half-hour address by Mr. Symington on radio.

The fact is that government affairs do go on during election periods, and so does our obligation to keep the people informed of such affairs. We strongly believe that the office of the Presidency of the United States and the offices of the members of his Cabinet are of such high dignity that we must accept the assurance by the White House in each case whether the President's appearance is or is not non-political and we cannot permit ourselves to be put into the position of passing judgment on a case to case basis on the good faith of any President or member of his Cabinet when we receive such assurance. And once having received such assurance, with due regard for the dignity of the presidential office, we believe that it is entirely inappropriate to provide time for reply to an appearance by the President which he designates as non-political.

We further believe that you are mistaken in your view that CBS has not during this election period provided a well balanced presentation of Democratic and Republican views. During the last two months the following Democratic spokesmen have appeared without charge on the CBS Radio and Television Networks: September 17, Representative Kenneth A. Roberts, Alabama, fifteen minutes on television; September 18, a half hour address by Adlai E. Stevenson from Indianapolis on both radio and television; on September 22, Mr. Harriman's acceptance speech, New York radio network; on September 25, a half hour appearance by Mr. Harriman, New York television network; October 3, a half hour appearance by Governor-elect Muskie on radio and television; October 6, a fifteen-minute appearance on television by Governor Robert B. Meyner; October 10, your appearance with Leonard Hall in the Hall-Mitchell Debates on radio and television; on October 17, Senator Monroney's appearance with Senator Capehart in the Hall-Mitchell Debates on radio and television; on October 20, your fifteen-minute appearance on television on "Chronoscope"; and on October 24, Congressman MacCormack's appearance with Congressman Arends in the Hall-Mitchell Debates on radio and television.

We believe therefore that our record in this as well as in prior campaigns establishes that we have achieved that fairness and balance which you request and which is our first objective. I vigorously deny your assertion that there has been any "blackout of Democratic arguments on public service time" or any "political discrimination" on the CBS Radio and Television Networks.

While I personally interpreted your October 26 wire as a request rather than a demand, a few of our newscasters did report it as a "demand". I regret that this terminology disturbed you. I would respectfully call to your attention, however, that in circumstances such as these the line between "request" and "demand" is not always easy to draw and a number of newspapers and wire services similarly described your wire as a demand.

FRANK STANTON, PRESIDENT
COLUMBIA BROADCASTING SYSTEM, INC.

Columbia Broadcasting System, Inc. Stanton Frank F. 559

OFFICE COMMUNICATION

To MR. MURROW

From Dr. Stanton

Station

No ans

November 16, 1953

Congratulations on the selection of PERSON TO PERSON "as the most outstanding new television series of 1953" by Sylvania.

This reminds me that I have never talked with you again regarding the invitation you extended to me one evening as we were leaving the building. Much as I would enjoy the experience of being on the same show with the General, I do not think I should do it. Thank you for asking me.

FRANK STANTON

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Television and the Presidential Campaign

An address by William S. Paley,
Chairman of the Board, Columbia Broadcasting System, Inc.,
delivered before the Poor Richard Club of Philadelphia,
January 17, 1953.

F O R E W O R D

Some of the revolutionary implications which television carries for American political techniques formed the subject of an address by William S. Paley, Chairman of the Board of Columbia Broadcasting System, Inc., before the Poor Richard Club of Philadelphia.

The occasion marked the annual dinner of the Club at which Mr. Paley was awarded the Gold Achievement Medal in recognition of his "pioneering efforts in mass communication" and his "services to the nation in war and peace." These services most recently comprised his chairmanship of the President's Materials Policy Commission which produced the first long-range study of the nation's materials problems.

In urging certain reforms of current political practices, Mr. Paley based his recommendations on the experience revealed during the recent presidential campaign. The following pages contain the text of his remarks.

When I left Philadelphia for New York 25 years ago, I can honestly say that there were two things that never even remotely entered my mind. One was that I would return to Philadelphia some day under the happy and honorable circumstances in which I find myself tonight. The other was that the business I was about to embark upon — namely, broadcasting — would some day develop the most remarkable phenomenon of our time — namely, television. As a matter of fact, as members of the Poor Richard Club you gentlemen have an ancient equity in this phenomenon, for your club is named after the great man whose 247th birthday we are honoring tonight. If Benjamin Franklin hadn't flown that kite on that windy day in 1752, there might well not be any television today. In fact, if it had not been for Mr. Franklin,

quite a number of other good things would not be as good as they are, including the Declaration of Independence (he revised, you may recall, Mr. Jefferson's original draft), and the Constitution of the United States, which he helped to frame in the very city where we now sit. Quite a man this Franklin, spawning as he did in one lifetime the seeds of two of mankind's greatest benefactions—the political marvel of the United States Constitution and the technological marvel of television.

Today the marriage of these two marvels—politics and television—is an accomplished fact, and I would like tonight with your indulgence to speak, if I may, about this marriage, which is still so young, so fresh, so filled with promise. Specifically, I would like to talk about the influence of television upon some of our political institutions—in particular, our presidential campaigns.

Television's key role

Although nearly three months have now elapsed since the last presidential campaign reached its climax, we are probably still too close to it to measure fully and objec-

tively the role which television played in it. But I think it can be said that it was the first presidential campaign in which this role was a dominating factor. The use of television in the 1948 campaign was limited, tentative and largely experimental. But in the 1952 campaign, television pulled out all the stops. The degree to which it shaped the mind and behavior of the individual American voter, the electorate as a whole, and the candidates themselves, still remains to be fully comprehended.

Probably no presidential campaign in our history captured and held the attention of as many citizens for as long a period of time as the recent one. For this I think television may take considerable responsibility and credit. Much has been said about the political apathy of the average voter. There seems to be no question that the experience of television in the recent campaign had a great deal to do with stirring him out of his apathy. Through television he was able to obtain a more direct and intimate *sense of participation* in the political life of the nation, and in the problems that it faces, than he had ever enjoyed before.

Individual participation

For most people the sense of participation is closely related to the sense of scale: as things grow bigger they tend to become more impersonal, and one tends to feel increasingly lost and alienated from them. When the country was young and small the people felt closer to their leaders. But with the growing complexity of modern government, the relationship of the individual voter to those who govern him became increasingly remote and detached.

So it might be said that television brought the vast canvas of national politics within human compass by reducing its scale to the warm and familiar dimensions of the home. To be sure, radio did this, too, by introducing the sound of the candidate's voice. But television did it even more: it showed the glint in his eye, the mole on his cheek, the smile that revealed sincerity or disingenuousness—the cast of his character and personality.

The drama of politics could only be sensed in the written word or on the radio. On television, however, this drama could be seen in action and was made a far more

intimate part of the viewer's experience. Indeed, those who sat in their homes and watched the nominating process take place in the committee rooms and the convention hall actually saw far more than the people on the spot. Following his nomination, 14,272,000 Americans saw General Eisenhower make the trip from his headquarters in the Blackstone Hotel to visit Senator Taft at the Conrad Hilton.

And just as the extraordinary intimacy of television brought to the voter a sharper personal impression of the candidate, it also provided him with a deeper understanding of the issues involved. He heard these issues debated by people whose gestures and facial expressions he could *see*. And as frequently happens under such conditions, one had the illusion that he could almost see the speaker *think*. The increasing depth of impression thus produced by television did much to enlarge the voter's capacity to understand and analyze the issues. And what the voter gained in understanding he also gained in objectivity. Again, this objectivity can be attributed in part to the nature of his physical surroundings — to the

fact that he was sitting in his own home, surrounded at most by his family and a few friends, as opposed to a crowded auditorium where he would be normally exposed to the contagious emotions generated by a mass audience. In front of his television screen the citizen could make up his mind in a state of relative tranquillity.

Collective participation

But wholly apart from the benefits it brought to the individual voter, the factor of television in the presidential campaign proved to be of significant value for the *electorate as a whole.* With 18½ million home television receivers in operation it was possible for four out of ten families to see the candidates simultaneously and under the same conditions and to participate collectively in the act of forming their judgments and opinions. The importance of this collective, simultaneous act should not be overlooked. What is most important is that it was their *own* opinion, arrived at independently, rather than one filtered through the mind of a third person, whether a reporter, a commentator or an editorial writer.

Another striking contribution to the democratic process was television's effectiveness in sustaining throughout the campaign period a higher level of political interest than was ever previously sustained. For evidence of this one need only look at the record registration and turnout of over 63 million voters on Election Day. I do not mean to suggest that television was solely responsible for this turnout, but I cannot help believe that it was a contributing factor of enormous weight.

Effect on the candidate

The advantages which television provided the candidates themselves became self-evident from the opening of the Conventions. It enabled relatively unknown individuals to become national figures after a few broadcasts. Although well-known regionally, Governor Stevenson, as the result of television, became a familiar personality to the nation almost overnight. Senator Kefauver starting with the Crime Investigation is another notable example. Both candidates came "face to face" with more people than any candidates had ever come before.

Yet in spite of these undeniable benefits due in large measure to the role which television played in the recent campaign—in spite of the higher level of sustained interest on the part of the electorate—there was a widespread feeling as the campaign entered its final phases that it had dragged on too long. As one television critic put it—long before Election Day the American people were suffering from "drooping eyelid."

Television's political potential

The fact is that the real implications of the role which television could play in a presidential campaign were neither fully realized nor exploited. What actually happened was that the new techniques afforded by television were merely added to the traditional forms of political campaigning. The candidates went through the same wearying activities that candidates have always been forced to go through. In four months of campaigning, General Eisenhower traveled nearly 50,000 miles and delivered 228 separate speeches—an average of 19 a week. Governor Stevenson traveled 32,000 miles and de-

livered 203 speeches—an average of 16 a week. The task of preparing more than 200 speeches, each of which was intended to provide illuminating and different analyses of the problems of the day was an impossible one, even given the most imposing stable of speech writers. Long before Election Day, the strain of hundreds of plane- and whistle-stops could be seen deeply etched on the faces of both candidates.

Shorten the campaign

It seems to me that one of the central and major contributions which television can make to our political life is to shorten the campaigning process by a considerable length of time. *In this connection, I would like to present for the earnest consideration of the two major political parties the proposal that the National Conventions should start around September 1. Allowing three weeks for the completion of the nominating process, this would leave approximately six to seven weeks for the two candidates to present their cases to the people. The effective use of television and other media of communication, combined*

with the basic minimum traveling demands required by political necessity, would, in my judgment, enable the candidates to register a deep and pervasive impact on the electorate during this seven-week period.

The advantages that would accrue from thus shortening the campaign seem to me to be inescapable. For one thing, it would substantially reduce the physical and mental strain upon the candidates by eliminating a large portion of the traveling and speaking which they must now subject themselves to. Even if it did nothing more than this, it would appear justified when you consider the initial strain on an individual who has suddenly been designated a nominee for the highest office in the land, with the grave responsibilities ahead which such office entails. It could even be said that it does serious injury to the national interest to impose the prolonged pressures of a protracted campaign upon an individual who is to be charged with the leadership of the nation.

The public would share equally in the benefits accruing from a shorter campaign. Political campaigns divide families and friends. Initially keyed up by the excite-

ment of the conventions, most citizens live in a heightened state of emotion during the campaign. Nerves lie close to the surface, and differing political sympathies flare up in frequent argument. Under present conditions, this atmosphere of controlled hostility is maintained for a period of four months. It is damaging to the spirit, not to mention the body politic.

Domestic and foreign repercussions

But an even greater benefit of a shorter campaign period would be its salutary influence on the administrative process. As things now stand this process appears to come close to a complete halt during the hiatus between the end of the conventions and Election Day. It would seem as if government suddenly suspended operation while awaiting the outcome of the election. Policies are postponed, actions delayed. The legislative and executive branches of government virtually cease to function. The consequences of this stoppage extend far beyond our national boundaries. They affect world policy. During this period the governments of foreign nations live in

a state of uneasiness and frustration. Because of the controlling position of the United States in world affairs they are uncertain as to what the future holds for their own fortunes. Many of them, unfamiliar with the traditional behavior of Americans during a presidential campaign, look upon our political emotionalism as a sign of disunity. Throughout the world our enemies rejoice and our friends grow nervous at our political quarreling, and although neither reaction has any basis in reality, the campaign period manages to create ferment and instability abroad.

Finally a shortened campaign would inevitably result in lower campaign costs and expenditures by the national and state committees of the leading parties.

The argument that under the present arrangement the campaigns do not get underway in any event until after Labor Day does not seem to me to hold up under examination. It is invalid on several counts. During the recent campaign each of the two major candidates made six major speeches between August 5 and September 4.

But even if it were true that no major campaigning is undertaken prior to September 1, it is still questionable

whether this would be a good thing, as far as the electorate is concerned. The speed of modern communications and the political sophistication of the American voter make the popular demand for immediate communication imperative. At the close of the two national conventions the electorate is waiting expectantly for the candidates to communicate their views and positions. To delay this communication is only to produce anticlimax and uncertainty.

Timing of conventions

There is no law that demands that the national conventions be held in June or July. In the colonial period, what passed for nominating conventions, but in reality were small private meetings of government leaders, were held sporadically and irrelevantly at different times during the year preceding the election. There was no rhyme or reason behind their dates. The first actual presidential nominating convention composed of 112 delegates chosen from among the legislators of 13 states was held in Baltimore by the Anti-Masonic Party 14 months prior to the

election of 1832. With the growth of political parties and the development of party organization, and the consequent need for mobilizing the various political forces throughout the country, the habit developed of holding the national conventions in late spring following the adjournment of Congress. It was not until 1856 that the conventions began to be held with consistent regularity in June. The national committees met in December of the year preceding the election, at which time they fixed the date and place of their conventions. This practice has been followed ever since. It was thought necessary to allow for three or four months of campaigning after the convention in order to give the candidates an opportunity to make themselves known to the electorate.

But those were the days before airplanes and broadcasting. Today a campaign period of four months seems clearly obsolete.

Overriding advantages

In conclusion, therefore, I would again urge the serious consideration of the proposal that our national conven-

tions be pushed forward to early September in view of the substantial advantages such a step would provide in shortening the campaign and thereby materially reducing the intensive pressures on both the presidential candidates and the general public, as well as shortening the hiatus in government and curtailing the mounting costs of political campaigning.

The latest count at year-end reveals that there are approximately 21,000,000 American homes equipped with television receivers and 117 television stations on the air. It will be difficult to name a sizeable community in the country which will not be accessible to the sight-and-sound of the nominees of 1956.

The infinite ways in which television is modernizing our lives and extending our horizons—in education, in entertainment, in economics—become more manifest each day.

It seems to me inevitable that this modernizing effect should carry over into our political institutions. Moreover, this occasion and this city seem both a fitting time and place to introduce the possibilities of such modern-

ization. For it was in this city, after all, that the greatest documents of modern political life *were* introduced—documents which swept in an air of freedom such as man had never breathed before.

Stanton, Frank

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

STANTON
IDENT

April 30, 1951

Dear Ed:

Just another note of congratulations to you on the award by the Overseas Press Club.

I am wiring Howard Smith to let him know also how proud we are.

With all good wishes.

Cordially,

Frank

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

jk

Columbia Broadcasting System, Inc. Stanton, 7-365

STANTON

MURROW

OFFICE COMMUNICATION

February 15, 1951

Thank you, I had seen this. Part of it, including some of the information about the Hagan offensive, I tried to report on my last "suppressed" broadcast from Korea.

E.R.M.

Stanton, Frank

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

FRANK STANTON
PRESIDENT

November 11, 1950

Dear Ed:

I have written notes to Eric and Charlie thanking them for their parts in last Tuesday night's election coverage. I want to underscore what I said to you at the Board luncheon: it was an excellent job from start to finish and the best coverage on anybody's air.

Faithfully,

Frank

Mr. Edward R. Murrow
Columbia Broadcasting System, Inc.
485 Madison Avenue
New York 22, New York

mt

Stanton, F.

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N.Y.

FRANK STANTON
PRESIDENT

November 10, 1948

Dear Ed:

Before I trundle off to 83 Street tonight, I want to thank you again for giving up an evening for the CAAB dinner. Your remarks were excellent and I wasn't kidding about the attentiveness of the group. It's by all odds the best meeting of its kind we have ever had with this Board.

Best wishes,

Frank

Mr. Edward R. Murrow
130 East 74 Street
New York 21, New York

ww

Stanton, Frank

August 5, 1948

Dear Frank:

Thanks for the kind words about the TV operation in Philadelphia. I would like to report that Ed Chester brought a measure of order out of what had been chaos. He was at all times a casual but competent boss. I was very much impressed with the manner in which he handled a very difficult assignment. I didn't think he could do it, but he did which proves that not even Murrow is always right.

As ever yours,

Mr. Frank Stanton
Columbia Broadcasting System
485 Madison Avenue
New York 22, New York

FRANK STANTON
485 MADISON AVENUE
NEW YORK 22

July 19, 1948

Dear Ed:

I want to say thanks for the excellent job you did last week on television from Philadelphia. I know that operating conditions were far from ideal -- in fact I suspect that from your point of view they must have been very trying at times. But that's all the more reason for the appreciation I want to express.

My only regret is that Bill was not in these parts so that he might have seen the difference in our TV coverage between the two conventions. The improvement was due in large measure to your participation and hard work. For all of this, I am deeply grateful.

I hope you are getting a good rest. You certainly have earned it.

Cordially,

Frank

Mr. Edward R. Murrow
130 East 74th Street
New York 21, New York

dh

Stanton, F.
Lounsberry, J. R.
Ream, J. H.
Re S. 1333

STATEMENT OF FRANK STANTON

PRESIDENT, COLUMBIA BROADCASTING SYSTEM, INC.

RE S. 1333

My name is Frank Stanton. I am President of the Columbia Broadcasting System.

During the past several years we have actively participated with other members of the industry in discussions and hearings looking forward to a modernization of the radio law. We welcome the introduction of S. 1333, as calling attention to the need for changes in the law, and I appreciate this opportunity to express my views upon the proposed amendments to the Communications Act of 1934.

Freedom of the Air is Essential

Representatives of the Columbia Broadcasting System who have appeared in the past regarding broadcasting laws have emphasized one central theme in their testimony: the necessity for a free and democratic radio in the United States. William S. Paley, then President of CBS and now Chairman of the Board, stated in 1942 before the House Committee on Interstate and Foreign Commerce that:

> "...the first and fundamental requirement for radio broadcasting is that it should be kept completely free...freedom of the air is at least as important to the American people as freedom of the press."

Again in 1943, testifying before the Interstate Commerce Committee of the Senate, Mr. Paley said:

> "The one fundamental safeguard which is paramount if we are to avoid complete government control of radio is a straightforward prohibition against the Commission concerning itself with the program policies or business practices of radio stations."

There is no question in my mind that broadcasting must be freed from government interference or control if it is to serve its democratic function in our nation.

Unfortunately, broadcasting today is only half-free. It has been singled out among all the media of communication of thought for government regulation. Although originally conceived in order to prevent technical interference among radio stations, the role of government has continued to expand with respect to broadcasting until today there are regulations for business practices and recently for program content. This inching-up process by government, if continued, will become a regimental march. This is not unusual: it is the normal concomitant of government regulation, and is generally accompanied by the highest motives on the part of the men in government who do the regulating.

Radio Should be as Free as the Press

It has been universally agreed that broadcasting is not a common carrier nor a public utility. Nor is broadcasting like the ordinary manufacturing and distributing industries. It is rather an integral part of our great modern media of communication. Radio addresses the mind through the ear,

the newspapers and magazines through the eye, but both communicate information and entertainment to the minds of the people. With the dissemination of news by facsimile broadcasting, even this difference will disappear. There is no doubt today that a free radio is as vital to a free press as the newspapers and magazines. Having gone through its birth and adolescence these past few decades, radio is ready to claim its majority -- equal rights with the press under the law.

To be as free as the press, radio must be equally free from government controls of programs and business. As long as necessary, the government should allocate frequencies and grant licenses to broadcast, just as the government allocated scarce newsprint supplies to the printed press while necessary. Anything more is contrary to the public interest in furthering the free expression of ideas, free from governmental interference.

I say radio should be as free as the press despite obsolete but lingering theories that radio is a field of scarcity and natural monopoly, while the printed press is unlimited and democratic. History has caught up with these theories. During this year there are in operation or on their way more than 2,500 radio stations, and there will be still more. There are only 1,700 English language daily newspapers in the United States. Theoretical scarcities in broadcasting have expanded into practical plenty; theoretical plenty in the newspaper world has been contracting into practical scarcity. If in past years the scarcity theory had any validity as an excuse for government intrusion into

business practices or program policies of broadcasting, it is certainly not valid today.

Technical engineering considerations involving frequency allocations, station licenses and station broadcast apparatus should not stultify the basic traditions of free press and free speech which are applicable to radio. Radio, although as unknown to our founding fathers as our great modern newspapers, is just as much a part of our precious heritage of free speech and free press.

Thus, I believe that the present Act, as well as the proposed legislation, should be measured by the same standard as the press. That calls for a new approach to the Communications Act -- certainly as the Act has been recently interpreted and administered by the Federal Communications Commission. All provisions other than those relating strictly to the allocation of frequencies, the granting of licenses, and the technical operation of broadcasting apparatus seem to me inappropriate in the Communications Act.

I am not asking that radio broadcasting be placed above the law. Broadcasting is and should be subject to applicable general laws, just as are newspapers, magazines, and other businesses. There is no reason why broadcasting, which is not a common carrier or a public utility, should be subject to additional burdens from government interference.

I want to urge as strongly as I can that anything short of a full

recognition of radio's right of free speech is bound to result in compromises and uncertainties and increasing government control. Nevertheless, since S. 1333 presents specific practical problems, I would like to comment briefly on some provisions which require special mention.

Radio Programs Must be Free from Government Interference

The proposed Section 326 (b) should be the cornerstone for the foundation of a free radio. The cornerstone as it is now proposed, however, has a fundamental flaw. After providing that the Commission shall have no power to affect or control material to be broadcast, the section concludes with this proviso --

> "that nothing herein contained shall be construed to limit the authority of the Commission in its consideration of applications for renewal of licenses to determine whether or not the licensee has operated in the public interest."

It seems clear that the rights sought to be conferred in the first part of the section are completely taken away by the proviso. Further, the proviso may well be construed as sweeping statutory authority for the Commission to inject itself even more deeply into the program policies of stations. It is my fear that if such a proviso were enacted into law the program schedules of broadcasters would be even more directly influenced by what a governmental agency conceived to be "in the public interest". In that event, a broadcaster who desired to continue in business would conform his programs to the desires of this governmental agency, rather than to the desires of his listeners.

The difference has sometimes been drawn between over-all program review

by the FCC and specific program review. In the field of thought, this is a distinction without an ultimate difference. I ask you to consider whether you would be willing to authorize any government agency to review the over-all content of newspapers as a prerequisite to continued publication. Over-all program regulation by a government agency which has a life-and-death licensing power must ultimately seep down into specific programs. As a matter of fact, over-all program review by a government agency can be more dangerous than supervision of specific programs because it is less susceptible to the test of public opinion.

Further, I do not believe for an instant that any small group of men in a regulatory body can have an adequate contact with the needs and desires of listeners throughout the country. In other words, the thousands of station managers and program directors throughout the country, because of their daily occupation in serving their listeners, are much better qualified as practical judges of what is in the public interest than any Commission sitting in Washington.

I strongly recommend that the proposed Section 326 (b) be changed by eliminating the proviso and by including appropriate additional language to make certain, beyond the peradventure of a doubt, that there shall be no governmental interference with program content. Accordingly, I suggest that the language of Section 326 (b) should be amended along the following lines:

> "Nothing in this Act shall be understood or construed to give the Commission the power of censorship over the radio communications

> or signals transmitted by any radio station or in any way to interfere with the right of free speech by means of radio communication, and no regulation, condition or requirement shall be promulgated, fixed, or imposed by the Commission relating to, and no license or construction permit shall be issued, denied, or revoked because of, programs or program material of radio stations."

Fairness Cannot be Legislated

Section 15 of S. 1333 proposes to amend Section 15 of the Act by a more precise definition of the fairness rules applicable to broadcasts during political campaigns. Just as there are no Congressional rules regulating the publication of newspapers and magazines during political campaigns, such regulations with respect to broadcasting are inappropriate. Moreover, I am not aware of such malpractice in the maintenance of fairness by broadcasters during political campaigns that such legislation is required.

It is impossible to legislate fairness. I am convinced that no mathematical formula, no matter how detailed, will insure that result. Because of a multitude of uncontrollable factors, available listeners and actual listeners vary from hour to hour, day to day, and week to week. So, also, are there differences in delivery, content and personality among speakers.

In an effort to plug all possible loopholes, the detailed provisions of the proposed Section 315 might well have the effect of inducing a large number of stations to refuse to carry political broadcasting at all. The minutiae of the proposed regulations are such as to cause

any broadcaster to wonder whether it is possible in the course of a political campaign to avoid unintentional violation of some prohibition. Without going into detail, I can tell you that even with the resources for checking and cross-checking which the Columbia network possesses, and which are obviously much greater than those possessed by the ordinary station, I am not at all sure that we could go through a presidential campaign free of violation under the proposed section. I recommend that Section 315 of the Act, as well as of the bill, be eliminated because it is unworkable as a practical matter and similar provisions are not applicable to newspapers and magazines.

I have the same general comments to make about Section 17 of the bill which proposes additional provisions in the law with respect to the discussion of public or political questions. Broadcasters have made an enviable record in this field of broadcasting. In a recent national independent survey, 91 per cent of the respondents with opinions stated that radio stations are generally fair in giving both sides of an argument -- a substantially higher score than that made by either magazines or newspapers.

I should like to comment just briefly, also, on the provision of the proposed Section 330 which would require a radio station to provide time in reply to a speaker on a political or public question to the extent of twice the amount available to the original user. As we all know, a speaker in reply seldom limits himself to exactly the same points made by the original speaker. If broadcasters attempted to

confine a speaker in reply to the points raised by the original speaker, we would soon hear the cry of censorship. If broadcasters do not attempt this kind of control -- and I do not for a moment think they should -- then, if A speaks upon a question and time is given to B and C to reply, both B and C may make new points which would require replies from D and E and from F and G. The requirement for twice the number of replies results in a geometric progression which could, conceivably, exhaust the entire broadcast schedule of a station.

Section 18 of S. 1333 regarding identification of news source is another example of the impracticability of laying down specific operating rules in a statute. While responsible broadcasters will agree with the purpose of the section, we believe that the purpose is best accomplished by voluntary adherence to a high professional standard in the field of news and news analysis just as in the newspaper field.

Radio Should Have Equal Business Rights

The FCC in recent years has concerned itself more and more with the business practices of broadcasters. This is evidenced in a number of ways -- the requirement that broadcasters file voluminous financial and operating reports and the emphasis which the FCC has placed on operating practices in its consideration of license applications and in some of its reports. This line is being followed, without apparent abatement, in spite of the clear distinction made in the Act between common carriers and radio broadcasters.

It is encouraging to us to note that Senator White has taken cognizance of this situation and in his remarks accompanying S. 1333 points out that the proposed Section 326 (a) specifically states that "the Commission is to have no power to regulate the business of the licensee of any radio broadcast station, except where that power is specifically conferred by the act itself."

All broadcasters will, I am sure, agree with the purpose of this amendment. However, I think it is desirable to make the language of Section 326 (a) even more specific. The denial of the power of the Commission to "regulate" may be construed as permitting the Commission to concern itself with business practices so long as such concern falls short of a technical regulation of the business of the broadcasters. Accordingly, I suggest that the language be clarified along the following lines:

> "Nothing in this Act shall be understood or construed to give the Commission the power to regulate the business of the licensee of any radio broadcast station, and, anything in this Act to the contrary notwithstanding, no regulation, condition or requirement shall be promulgated, fixed or imposed by the Commission relating to, and no license or construction permit shall be issued, denied or revoked, because of, the business arrangements, contracts or management, or the business policies of the station."

In that connection, it should be pointed out that the requirement of the proposed Section 303 (j) to the effect that the Commission may

prescribe uniform systems of financial reports which may be required to be filed by radio stations is inconsistent with the purpose of Section 326 (a). For this reason, Section 303 (j) as set forth in the bill should be revised so that the reports required of stations are confined to such technical matters as may enable the Commission to determine that the technical operation of the broadcasting apparatus is in accordance with the license.

Principle of Non-Discrimination is Endorsed

At this point, I wish to endorse the provisions of Section 25 of the bill which would add a new section to the Act debarring the Commission from discriminating between persons on account of race, religion, politics or lawful occupation or business association.

Special Rules are not Required for Network Broadcasting

Section 19 of S. 1333 would incorporate, with modifications, the so-called network rules heretofore adopted by the FCC. To my knowledge, the Congress has not seen fit to adopt any similar government regulation of business practices in the press. I see no valid reason for singling out broadcasting. Accordingly, I believe that no statute should attempt to impose such restrictions, and that no administrative agency of government should have that power.

We agree with Senator White's purpose that the Commission shall have no power over the contractual relationship between stations and networks. It should be pointed out, also, that the anti-trust laws and

other general business laws are fully applicable to stations and networks, and are fully effective to restrain unlawful or monopolistic practices in this field. We believe that these general restraints provided by existing statutory law are adequate. If, however, the Committee decides that special business rules are necessary for radio, I wish to make clear that we would prefer that the limits of any such rules should be set by the Congress, rather than left to the discretion of the FCC. In that way, we at least will have the benefit of adequate discussion of specific rules before they are adopted and will not be subject to sudden and unexpected changes from time to time.

We, of course, hope that the Committee will agree with our strong belief that special regulation of the business practices of broadcasting is unnecessary and undesirable. In particular, however, I would like to comment on one provision of the bill's network rules. This is the proposed Section 333 (a) (4), which would prohibit affiliation contracts in which so-called option periods of the stations given to the networks total "more than two hours in any consecutive three-hour period." This provision is more restrictive than the existing FCC rules on the subject. To my knowledge, there has been no demand for this change from independently-owned affiliated stations. In fact, in 1943 during the consideration of an amendment to S. 814 incorporating such a change, a committee of the National Association of Broadcasters, representing the individual independent and affiliated stations in the United States, registered its opposition to such a provision. The most obvious and substantial effect of such a two

out of three hour rule would be the difficulties imposed on the sale of more than two hours of prime evening time to network advertisers. A strong and adequate schedule of popular network commercial programs is not only advantageous to affiliated stations in producing substantial revenue, but also contributes to the over-all popularity of the station because of the strong listener appeal which such programs command. In addition, of course, this restriction would tend to impair the financial strength of networks, with a consequent general impairment in the quality of nationwide broadcasting.

Station Ownership Should not be Arbitrarily Restricted

The proposed new Section 333 (c) (2) purports to limit the number of broadcast stations owned or controlled by a single licensee to a number which would provide primary service to no more than 25 per cent of the population of the continental United States. This is a unique attempt to limit the expansion of broadcasters in the broadcasting field. In my opinion, it is unwise and detrimental to the welfare of broadcasting.

As Senator White has pointed out, present rules of the FCC have arbitrarily limited the number of FM and television stations which may be owned by a single licensee. In FM, the limit is set at six stations, and in television the limit is set at five. Further, the FCC has, as a practical matter, frozen the number of standard broadcast stations which may be owned by the larger broadcast companies.

There is no other field -- industrial, utility, or otherwise -- that

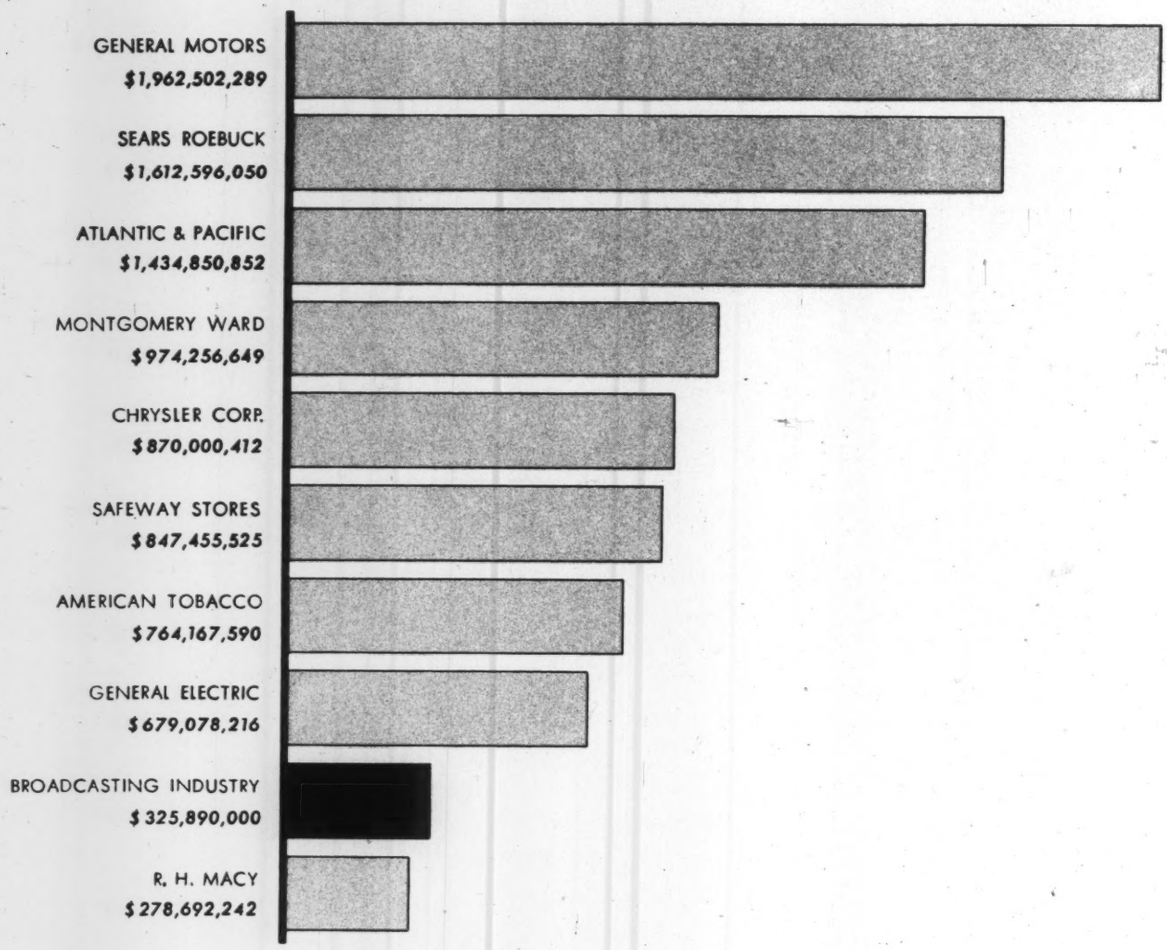
I know of in which the government has set a fixed ceiling on the size of an enterprise. Even the Public Utility Holding Company Act, providing specific anti-trust legislation in the utility field, does not set arbitrary limits in terms of units, size or population. In the newspaper and magazine field there has been no attempt by Congress or any government agency to restrict growth by an arbitrary standard. It is difficult to understand why broadcasting should be singled out for special legislation of this unique type.

We agree with Senator White that so important a matter should not be left to decisions made by administrative edict. However, the proposed new Section 333 (c) (2), which, instead of placing a ceiling in terms of number of units, purports to limit the number of broadcast stations owned or controlled by a single licensee, is equally arbitrary.

If broadcasting were monopoly-ridden, presumably there would be a host of accompanying evils which would invite special attention by Congress. To my knowledge, there is no bill of particulars of monopoly evils in broadcasting for the simple reason that there is no monopoly.

In order to get a fuller perspective, it is appropriate to compare broadcasting with some of the other American industries. Immediately, it becomes apparent that broadcasting is not "big business". For example, the entire broadcasting industry's volume in 1946 was substantially less than that of some single companies in other fields, a few of which are shown on the following chart (Chart 1).

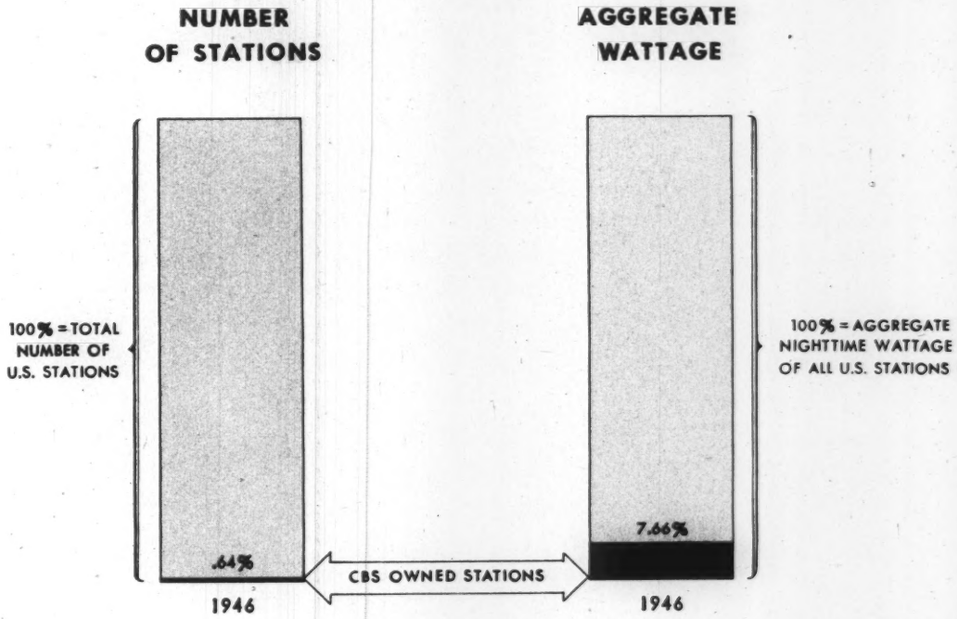
CHART 1: Volume of Sales -- Entire Broadcasting Industry and Individual Companies in Other Fields



Just as the broadcasting industry is not big business compared with other industries, the individual broadcasting companies are small in relation to the industry as a whole. The stations owned by CBS are: WCBS, New York; WEEI, Boston; WBBM, Chicago; KNX, Los Angeles; WCCO, Minneapolis; KMOX, St. Louis; and WTOP, Washington. These stations constituted .64 per cent of the total number of stations

in the industry as of December 31, 1946, and accounted for 7.66 per cent of the aggregate nighttime wattage. The relative position of CBS-owned stations -- expressed both in terms of number of stations and in aggregate station nighttime wattage -- is shown in the following chart (Chart 2).

CHART 2: CBS-Owned Stations Compared with All U S Standard Broadcast Stations -- Number and Wattage

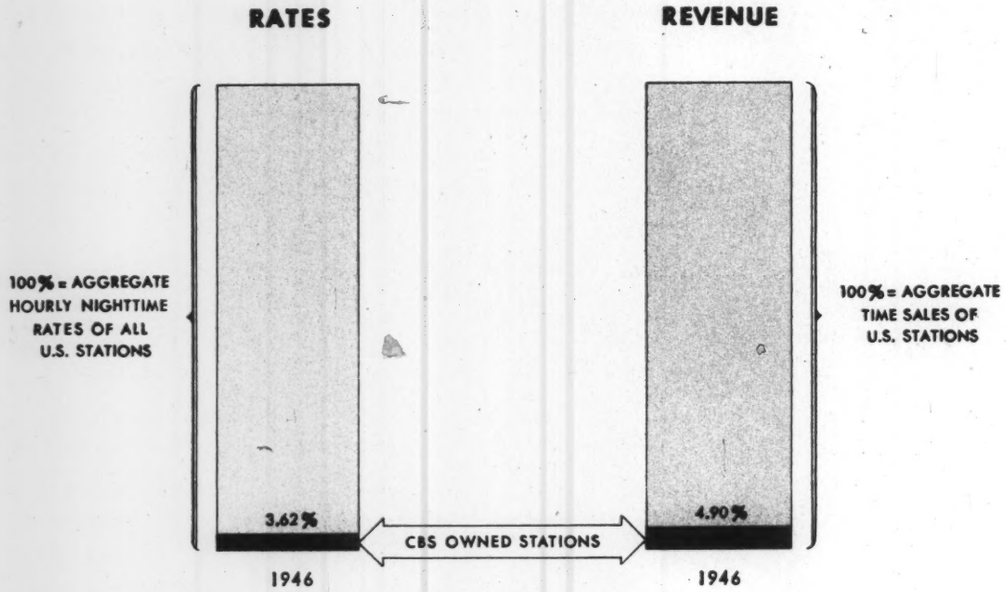


It may be noted here that the number of newspapers owned by the largest chain is nearly three times the number of radio stations owned by any network, both in number of units and in proportion to the entire units in the industry.

Other measures of the relative position of the CBS-owned stations are a comparison of the rates which they charge and the revenues

which they derive, compared with the rates and revenues of the broadcasting industry as a whole. In 1946 the nighttime hourly rate for the Columbia-owned stations represented 3.62 per cent of the aggregate nighttime hourly rate of the industry, and CBS-owned stations accounted for 4.90 per cent of the aggregate time sales of all stations for the same year. The CBS position in respect to rates and revenues is shown in the following chart (Chart 3).

CHART 3: CBS-Owned Stations Compared with All U S Standard Broadcast Stations - Rates and Revenue



It is interesting to compare the relative position of the Columbia Broadcasting System in the broadcasting industry with that of single companies in other industries. While the CBS share of station revenue, as shown on the foregoing chart, is only 4.90 per cent, the addition

of network revenue (less payments to affiliated stations), results in a CBS share of total broadcasting revenue of only 10.7 per cent. According to a staff report in connection with H. Res. 64 of the 79th Congress relating to Small Business, in some industries a single company accounts for as much as 85 per cent of the total industry product. Attached hereto as Appendix A is a copy of a compilation taken from that report indicating a selection of fifty-nine industries where the proportion accounted for by a single company ranged from 5 per cent to 85 per cent.

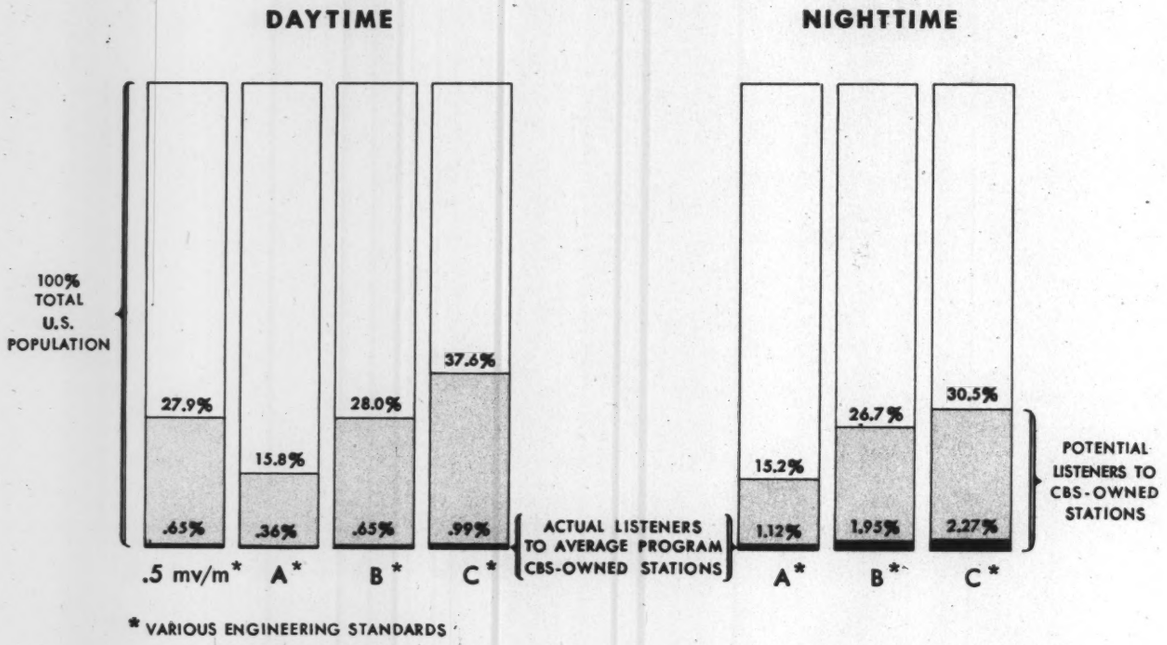
Section 333 (c) (2) would, if enacted, preclude any expansion of CBS operation of standard broadcast stations, and would even seriously jeopardize present operations.

This section of the bill would limit the size of broadcasting licensees by a new measurement device keyed to population. This is the exact opposite of Congressional action in the field of the press. In fact, Congress has encouraged the expansion of magazine and newspaper circulation by providing special mailing privileges. The most unusual feature, however, of Section 333 (c) (2) is that the 25 per cent limitation applies to potential rather than actual listeners. Thus, while any national magazine, for example, has a potential circulation among all the people in the nation -- a 100 per cent potential -- the radio stations owned by any single company would be limited to a 25 per cent potential.

This curious concept results in some interesting comparisons when the

figures of actual audiences to CBS-owned stations are projected to areas which could be considered as having "primary service" under various alternatives.* The following chart (Chart 4) reflects the population figures under various possible definitions of "primary service" and the number of potential listeners to the CBS owned stations compared with those who actually listen to the average program broadcast by these stations.

CHART 4: Population within Service Areas of CBS-Owned Stations and Actual Listeners to Average Program, Expressed as Per Cent of Total U S Population



*The FCC has not adopted a final definition of what constitutes "primary service". Heretofore the "1/2 millivolt contour" has been generally accepted as the standard for daytime primary service, but fluctuations in nighttime service make signal strength alone unacceptable as a standard. In a recent hearing before the FCC, new standards of measurement, referring to A, B, and C service, have been proposed. At the present time, none of these proposals, however, has been officially adopted as the definition of "primary service".

It will be noted that the potential listening population for CBS-owned stations varies from 15.8 per cent to 37.6 per cent under various engineering definitions, while the actual listening to the average program broadcast by these stations varies from .36 per cent to 2.27 per cent of the total U. S. population. Thus, there is a vast discrepancy between actual and potential listeners. Competition among stations for listeners is the essence of broadcasting. No station reaches the entire population within hearing distance. Within the leading metropolitan markets in which the CBS-owned stations are located, a large number of stations compete for listeners. For example, there are 23 competing stations in the New York metropolitan district alone, and there are an aggregate of 71 competing stations in the remaining six metropolitan districts where CBS owns stations.

No business operation can remain healthy and dynamic if it is prevented from growing. The anti-trust laws are fully applicable to broadcasting and should govern in this field as in others in the determination of what constitutes over-size or restraint of trade. Certainly there is no reason why Congress or any governmental agency should act with respect to the broadcasting field without considering similar industries. The newspapers, magazines and broadcasters are all competitors for audience and advertising revenue, and any governmental action which limits broadcasters' ability to compete with other media is unfair class legislation.

Further, as indicated above, the provision of S. 1333 is too uncertain to enable broadcasters to determine what their position would be under such a law. Engineering standards are not fixed, and can be changed from time to time. In fact, we may expect new standards to be devised in the future as they have been in the past. Fluctuating standards, whether they apply to daytime service or nighttime service, would leave broadcasters without any assurance of the validity of their operations.

I submit that no arbitrary limit should be placed upon growth of broadcasting companies, either by the FCC or by Congressional action. It is better to leave this to the determination of the courts as is done in other private enterprises. In any event, if the Congress shall decide that a statutory standard should be applied to radio broadcasting, then any percentage standard which is fixed

(a) should relate to a percentage of determinable factors, such as number of total units in the industry, total business of the industry, total power of all stations, or the like, and

(b) should relate to <u>actualities</u> -- not <u>potentialities</u>, and,

(c) should not be less in percentage size than accepted lawful practice in other industries.

* * * * * * * * * * * * * *

In conclusion, therefore, I urge this committee to turn radio back to the broadcasters and the public and to minimize the legitimate role of government in this field. No governmental rules can accomplish improvement in the industry as effectively as broadcasters themselves. The broadcasting industry, through the National Association of Broadcasters, is now working out an up-to-date standards of practice. These efforts at industry self-help are the democratic way to correct industry abuses and elevate its standards.

Broadcasting is a comparatively young industry, and I urge you to give it full opportunity to develop itself as an outstanding medium of information and entertainment, just as you have the printed press of the country.

June 17, 1947

Appendix A

Industries and Percent of Total Product
Accounted for by a Single Company

(Staff Report - Committee on Small Business -
Pursuant to H. Res. 64 - 79th Congress)

Printed 1946

Product	Percent
Fire extinguishing apparatus and supplies	85
Still film for amateurs	85
Taper bearings	80
Cinema positive film	75
Canned soup	66
Cinema negative film	65
Fruit jars	60
Ball bearings	60
Incandescent lamps (large)	59
Farm machinery--binders	56
Biscuits and crackers	55
Tin cans	55
Christmas tree lamps	54
Primary aluminum	50
Incandescent lamps (miniature, excluding Christmas tree lamps)	50
Towels	50
Sewing machines	49
Automobile passenger cars	45
Gasoline	45
Synthetic fibers (rayon, etc.)	44
Farm machinery--tractors	43
Copper mining	41
Corn products	40
Industrial alcohol	40
Trucks	40
Heavy alkali	40
Soap	40
Asbestos	40
Lead mining	39
Electric ranges	39

Product	Percent
Copper refining	37
Agricultural machinery (all types combined)	37
Steel ingots	35
Electrical water heaters	35
Rubber tires	33
Cheese	33
Dyestuffs	30
Electrical steel	27
Electron tubes	27
Cigarettes	26
Synthetic rubber (Copolymer capacity: Private firms operating Government-owned facilities)	24
Flour milling	23
Electric flatirons	22
Drugs and medicines	22
Electric fans	21
Chlorine	21
Condensed and evaporated milk	20
Meat packing	20
Domestic vacuum cleaners	20
Distilled liquors	18
Canned fruits	15
Grocery retailing	14
Portland cement	14
Domestic washing machines	13
Wines (storage capacity)	11
Butter	8
Bread baking	7
Canned vegetables	5
Beer	5

Statement of

I. R. Lounsberry

Chairman of Columbia Affiliates Advisory Board

re S. 1333

Introductory

My name is I. R. Lounsberry. I am the president and a substantial stockholder of WGR Broadcasting Corporation, the licensee of Station WGR in Buffalo, New York. I have been engaged in radio broadcasting since 1922, and was associated with a station in Buffalo, New York, when it became one of the original sixteen stations comprising the Columbia network and have, without interruption, been a Columbia Affiliate since its first day of operation.

From 1928 to 1946 I was the General Manager of stations WKBW and WGR in Buffalo, New York. During the many years of my activity in radio broadcasting, I have served at various times as a member of the Board of Directors of the National Association of Broadcasters, various industry committees, and as a member of and chairman of the Columbia Affiliates Advisory Board.

Columbia Affiliates Advisory Board

This Board was organized in the early part of 1943 and is composed of representatives of the independently owned radio stations affiliated with the Columbia network. The members of the Board are elected by the independently owned affiliated stations in each of nine geographical regions and meet three or four times a year separately and with representatives of

the Columbia network to discuss mutual problems of affiliated stations and the network.

I have been a member of the Board since its inception, and have been Chairman of the Board since 1945.

. . . . . .

Based upon my experience and association with station managers and others throughout the radio industry, I believe that my testimony herein is representative of the views of a substantial proportion of broadcast operators. However, it should be pointed out that this testimony represents my own views only, and I do not purport to speak for any other individual or group.

. . . . . .

Operation under the Network Rules of the FCC

In 1943, following the decision of the United States Supreme Court, the network rules were put into effect and since that time have been incorporated in substance in the contracts between the Columbia network and affiliated stations. At the present time, the relations between networks and affiliated stations, I am advised, conform to the FCC network rules.

Comparison of the FCC Network Rules and Section 19 of S. 1333

The FCC network rules, insofar as the relation between networks and affiliated stations is concerned, are Sections 3.101, 3.102, 3.103, 3.104,

3.105 and 3.108. These correspond roughly with the subparagraphs of the proposed new Section 333 (a) of the Communications Act as set forth in Section 19 of S. 1333. For the convenience of the Committee, the relevant provisions of the FCC rules and of S. 1333 are set out fully in parallel columns.

FCC Rules	S. 1333
Sec. 3.101. Exclusive affiliation of station. No license shall be granted to a standard broadcast station having any contract, arrangement, or understanding, express or implied, with a network organization[1] under which the station is prevented or hindered from, or penalized for, broadcasting the programs of any other network organization.	Sec. 333. (a) No radio broadcast station shall enter into any contract, arrangement, or understanding, express or implied, with a network organization -- (1) under which the station is prevented or hindered from, or penalized for, broadcasting the program of any other network organization on time otherwise available for that purpose (including time optioned but upon which no notice of exercise has been given); or
Sec. 3.102. Territorial exclusivity.-- No license shall be granted to a standard broadcast station having any contract, arrangement, or understanding, express or implied, with a network organization which prevents or hinders another station serving substantially the same area from broadcasting the network's programs not taken by the former station, or which prevents or hinders another station serving a substantially different area from broadcasting any program of the network organization. This regulation shall not be construed to prohibit any contract, arrangement, or understanding between a station and a network organization pursuant to which the station is granted the first call in its primary service area upon the programs of the network organization.	(2) which prevents or hinders another station serving the same or substantially the same area from broadcasting the network's programs not taken by the former station, or which prevents or hinders another station serving a substantially different area from broadcasting any program of the network organization; or

[1]The term "network organization" as used herein includes national and regional network organizations.

FCC Rules

Sec. 3.103. Term of affiliation.-- No license shall be granted to a standard broadcast station having any contract, arrangement, or understanding, express or implied, with a network organization which provides, by original term, provisions for renewal, or otherwise for the affiliation of the station with the network organization for a period longer than two years: Provided, That a contract, arrangement, or understanding for a period up to two years, may be entered into within 6 months prior to the commencement of such period.

Sec. 3.104. Option time. -- No license shall be granted to a standard broadcast station which options[2] for network programs any time subject to call on less than 56 days' notice, or more time than a total of three hours[3] within each of four segments of the broadcast day, as herein described. The broadcast day is divided into four segments, as follows:

S. 1333

(3) which provides, by original term, provisions for renewal, or otherwise that the station will broadcast the programs of the network organization for a period longer than three years; or

(4) which gives any network organization an option upon periods of time which are unspecified or which gives one or more network organizations options upon specified periods of time totaling more than 50 per centum of the total number of hours for which the station is licensed to operate or upon a total of more than two hours in any consecutive three-hour period or options which can be exercised upon notice to the station of less than fifty-six days; or

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[2]As used in this section, an option is any contract, arrangement, or understanding, express or implied, between a station and a network organization which prevents or hinders the station from scheduling programs before the network agrees to utilize the time during which such programs are scheduled, or which requires the station to clear time already scheduled when the network organization seeks to utilize the time.

[3]All time options permitted under this section must be for specified clock hours, expressed in terms of any time system set forth in the contract agreed upon by the station and network organization. Shifts from daylight saving to standard time or vice versa may or may not shift the specified hours correspondingly as agreed by the station and network organizarion.

FCC Rules	S. 1333
Sec. 3.104 (continued) 8:00 a.m. to 1:00 p.m.; 1:00 p.m. to 6:00 p.m.; 6:00 p.m. to 11:00 p.m.; 11:00 p.m. to 8:00 a.m.[4] Such options may not be exclusive as against other network organizations and may not prevent or hinder the station from optioning or selling any or all of the time covered by the option, or other time, to other network organizations.	
Sec. 3.105. Right to reject programs.-- No license shall be granted to a standard broadcast station having any contract, arrangement, or understanding, express or implied, with a network organization which (a), with respect to programs offered pursuant to an affiliation contract, prevents or hinders the station from rejecting or refusing network programs which the station reasonably believes to be unsatisfactory or unsuitable; or which (b), with respect to network programs so offered or already contracted for, prevents the station from rejecting or refusing any program which, in its opinion, is contrary to the public interest, or from substituting a program of outstanding local or national importance.	(5) which prevents the station from rejecting or refusing network programs which the station reasonably believes to be unsatisfactory, unsuitable, or contrary to the public interest, or from substituting a program of outstanding local or national importance for any offered by the network; or
Sec. 3.108. Control by networks of station rates. -- No license shall be granted to a standard broadcast station having any contract, arrangement, or understanding, express or implied, with a network organization under which the station is prevented or hindered from, or penalized for, fixing or altering its rates for the sale of broadcast time for other than the network's programs.	(6) under which the network fixes or attempts to fix or control the rates charged by the station for the sale of broadcast time for other than the network's programs.

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[4]These segments are to be determined for each station in terms of local time at the location of the station but may remain constant throughout the year regardless of shifts from standard to daylight saving time or vice versa.

It will be noted that there are only two significant differences between the provisions of the FCC network rules and the provisions of S. 1333 -- namely, the provisions relating to the term of affiliation contracts and the provisions relating to option time.

Term of Affiliation Contracts

The FCC rules limit the term of affiliation contracts to two years. S. 1333 would expand this to three years. While I believe that S. 1333 is a step in the right direction, it does not by any manner of means go far enough. I believe that there should be no limitation, either in the statute or in the rules of the Commission or otherwise which places an arbitrary limit on the term of the contracts between networks and stations. It is my belief that the very great majority of station managers agree.

At the meeting of the Columbia Affiliates Advisory Board held January 23-24, 1947, the following resolution was unanimously adopted by the members of the Board:

> "RESOLVED that the members of the Columbia Affiliates Advisory Board, representing 151 independently owned radio stations in the United States, having found that Section 3.103 of the Rules and Regulations of the Federal Communications Commission limiting the term of affiliation for standard broadcast stations to a period of no longer than two years, has created unnecessary uncertainties in station operation, including unnecessary uncertainties in the assumption of capital commitments for improvement of stations, and has impaired the efficient conduct of stations by restricting them to a transient contract basis, with frequent renegotiations of affiliation agreements which drain energies better devoted to broadcasting

service, all without demonstrable compensating advantages to the public, hereby request the Federal Communications Commission to rescind this provision of its rules and regulations and permit stations to agree to such periods of affiliation as they may negotiate freely."

This resolution was transmitted to the Federal Communications Commission with the request for the rescinding of its Rule 3.103, and that request was denied by the Commission on April 7, 1947.

I urge that the Congress take appropriate steps to remove any governmental limitation upon the term of contracts between networks and stations, so that stations will be able to bargain freely with networks in this respect.

Option Time

The network rules allow options to be given for three hours in each of four designated time periods of the day as set forth in Rule 3.104 above. Actually, the time period between 11:00 p.m. and 8:00 a.m. is not practicable for network broadcasting and the contracts between stations and the Columbia network do not even provide for option time in this segment of the day.

At the present time the contract between Station WGR and the Columbia network provides that the following hours on weekdays shall be subject to network option:

9:45 a.m. to 12:45 p.m.
1:00 p.m. to 3:00 p.m.
5:00 p.m. to 6:00 p.m.
7:00 p.m. to 10:00 p.m.

The most important time, from the standpoint of listeners, is, of course, the evening hours, and during the evening, the three hours between 7:00 and 10:00 are subject to option. While time after 10:00 p.m.

has been sold to network commercial advertisers on the basis of voluntary acceptance by stations, the three hours between 7:00 p.m. and 10:00 p.m. represent the core of the evening.

Under the provisions of S. 1333, this three-hour core would necessarily be reduced to two hours.

I am not aware of any substantial [illegible] stat[illegible]

for [illegible]

STATEMENT OF JOSEPH H. REAM

COLUMBIA BROADCASTING SYSTEM, INC.

RE S. 1333

My name is Joseph H. Ream. I am the Executive Vice President of the Columbia Broadcasting System.

The comments which I have respecting the bill are supplemental to the statement of Mr. Frank Stanton. It is our position that radio should be treated on an equal footing with the press, and that any provisions in the Act or in S. 1333 which are inconsistent with such equality should be eliminated or revised. My statement should be considered in that light. I will comment only on certain sections not specifically referred to by Mr. Stanton which seem to me to require special comment.

Procedural Amendments

We wish to endorse the provisions of S. 1333 relating to matters of procedure insofar as those provisions do not detract from the rights of parties conferred by the Administrative Procedure Act of 1946. We agree with the purposes of the procedural amendments as outlined by Senator White on introduction of the bill. However, I have not as yet made a sufficiently detailed comparison of the provisions of S. 1333 with the provisions of the Administrative Procedure Act to determine, to my own satisfaction, the interpretation to be applied to differing provisions of S. 1333 and the Administrative Procedure Act which relate to the same subject matters.

It should be pointed out that Section 12 of the Administrative Procedure Act provides, in part,

> "No subsequent legislation shall be held to supersede or modify the provisions of this Act except to the extent that such legislation shall do so expressly."

Until there is some clear judicial determination of the effect of subsequent legislation differing from that Act, but not stating in so many words that the Act is superseded or modified, I would prefer to avoid the difficult problems of interpretation which might arise under S. 1333 if it should be contended that the rights of parties under the bill would be less than under the Administrative Procedure Act.

Changes in Accepted Concepts Should Not be Made by Amending Definitions

"Broadcasting"

Section 2 of the bill would amend subsection (o) of Section 3 of the Act by limiting the scope of the term "broadcasting." The present definition in the Act is

> "(o) 'Broadcasting' means the dissemination of radio communications intended to be received by the public, directly or by the intermediary of relay stations."

S. 1333 would revise this definition to read:

> "(o) 'Broadcasting' means the dissemination of radio communications intended to be received directly by the public."

So far as I am aware, no question has been raised concerning the meaning and operation of the definition of "broadcasting" as it exists in the present Act. The purpose of the amendment, accordingly, is unclear, and may lead to administrative and judicial interpretations not presently foreseeable. The restricted meaning which S. 1333 would give to the term "broadcasting" may in practice be most undesirable.

As a single example, many operators of stations, also operate small mobile units or relay stations which are used in the pick-up of special events in the absence of telephone lines. While these mobile, or relay stations, directly operated by broadcasters are not themselves broadcast stations, they are operated directly in combination with the station which transmits the program to the receivers in the homes of the public. Thus, such an operation is an integral part of "broadcasting."

As a further example -- in a sense network broadcasting is accomplished through the intermediary of relay stations -- that is, the affiliated stations which comprise the network. It might even be contended, under the proposed definition, that network broadcasting was not "broadcasting."

I am sure it was not intended by the proposed change in this definition to exclude mobile stations or network operations from the general classification of "broadcasting" administered under Title III of the Act and to throw them under Title II and thus make them subject to rules applicable to common carriers. However, if the change in the law were made as proposed, an interpretation along this line might well be advanced.

Accordingly, I suggest that because there is no substantial dissatisfaction with the operation of the definition of "broadcasting" as presently set forth in the Act, no change should be made in the definition which might raise doubts as to the status of operations heretofore considered an integral part of "broadcasting."

"Network Broadcasting"

If radio broadcasting's equal status with the press is to be given statutory recognition, it becomes inappropriate to attempt to provide special

rules for network broadcasting in the statute. In this event and if Section 303 (i) is deleted as hereinafter suggested, it serves no useful purpose to include a definition of "network broadcasting," and Section 3 (p) should be deleted from the Act.

However, if such a definition is included, any implication that network broadcasting, as such, might be construed as a common carrier activity should be negatived. Section 3 (h) negatives such an implication insofar as broadcasting alone is concerned. Accordingly, there should be added the following sentence to Section 3 (p):

> "A person engaged in network or chain broadcasting shall not, insofar as such person is so engaged, be deemed a common carrier."

Division of the Commission is Desirable

The broadcasting industry has, in general, recorded its endorsement of the division of the Commission into a common carrier division and a broadcasting division. A similar provision contained in S. 814 was endorsed by a committee of the National Association of Broadcasters in 1943. We consider that the considerations outlined by Senator White in his remarks accompanying the introduction of S. 1333 clearly reflect the need for broadcasting to be freed from the influence of public utility concepts.

While endorsing the provisions of Section 5 of the bill which would accomplish this separation, it is perhaps appropriate to make three comments:

First, in subsection (d) the provision which would empower the whole Commission to adopt and promulgate "all rules and regulations of general application authorized by this Act, including procedural rules and regulations for the Commission and the Divisions thereof," may, in practice,

substantially vitiate the beneficial effects expected from a separation of functions. Much of the action of the Commission which broadcasters have felt has been undesirable has been accomplished by the promulgation of rules and regulations "of general application." The application of such rules or regulations has been "general" in the sense that they have applied to all situations within a given category, even though that category was confined to broadcasting or even to a specified class of stations in one of the broadcasting bands. That part of subsection (d) could be improved, in my opinion, if it read

> "Each Division shall adopt and promulgate all rules and regulations of general application relating to questions of substance within the jurisdiction of such Division. The whole Commission shall have and exercise jurisdiction over the adoption and promulgation of procedural rules and regulations of the Commission and the Divisions thereof."

Second, subsection (a) would be improved if it were revised to provide that each member of the Commission, during his term of office, remain a member of the Division to which he is originally assigned.

Third, it may be inappropriate to confine the duties of the Chairman of the Commission to that merely of an executive officer. Such housekeeping functions might better be performed by an employee of the Commission. In such event, the Chairman of the whole Commission, during his term of chairmanship, could serve as a member of one of the divisions, and the number of commissioners should then be reduced from seven to six.

<u>No Special Authority is Appropriate for Rules Relating to Chain Broadcasting</u>

The proposed revision of subsection (i) of Section 303 is most desirable in making it plain that the Commission is without statutory power to make

rules and regulations covering business practices or program policies of stations engaged in chain broadcasting. The proposed revision that special regulations of stations engaged in chain broadcasting be limited to technical apparatus and technical operations is entirely consistent with Section 19 of the bill and Senator White's remarks on introduction of the bill.

However, it should be pointed out that the provisions of present subsections (b), (c), (d), (e) and (f) of Section 303, which apply to all radio stations, whether engaged in chain broadcasting or not, are sufficiently broad to cover the technical matters provided for in the proposed subsection (i), and, as a matter of statutory construction, its inclusion might prove confusing. Accordingly, it would seem preferable to accomplish the desired result by deleting the existing subsection (i) instead of amending it as proposed.

Amended Provision for Transfer of Licenses

Section 13 of the bill would amend subsection (b) of Section 310 of the Act relating to transfers of licenses. Heretofore the Commission was required to find that the transfer is in the public interest, while the proposed amendment requires a finding that the "proposed transferee or assignee possesses the qualifications required of an original permittee or licensee." In actual practice, the Commission has tended to inject the elements of a competitive hearing in a proceeding in which both parties desire that a station license be granted to the transferee. In order to assure that the bill will cure this anomalous approach and put no greater burden upon a proposed transferee than upon an original applicant, it is suggested that Section 13 of the bill could be improved if the last sentence thereof were deleted and the following were substituted therefor:

> "If upon examination of any application provided for in this section the Commission shall find that the proposed transferee or assignee possesses the qualifications required of an original permittee or licensee, the Commission shall authorize the transfer or assignments; otherwise the Commission shall set the application for hearing."

Broadcasters Should not be Subject to Special Jeopardy under the Anti-trust Laws

Broadcasters believe that they should be put on an equal footing with other business with respect to the anti-trust laws. At the present time, they are subject to a death sentence -- in terms of loss of license -- if a court should find that they have violated the anti-trust laws. This is a penalty which is not applied to any other business. We believe that broadcasters should be subject to the anti-trust laws to as full an extent as other businesses, including the same penalties of triple damages, fine, imprisonment and dissolution.

Under Section 313 a court is given specific authority, without any reference to the appropriateness of the penalty, to revoke the broadcasting license of any licensee found guilty of the violation of the anti-trust laws. Section 311 specifically directs the Commission to refuse a license to any person whose license has been revoked by a court under Section 313 and specifically authorizes the Commission, without regard to any other factors, to refuse a license to any person found guilty of violating the anti-trust laws. Thus, the Commission may (and if a license is revoked by a court in the anti-trust proceedings, the Commission must) forever refuse a station license to a person who has been found by a court to have violated the anti-trust laws. This amounts to a permanent loss of the rights of citizenship insofar as engaging in radio broadcasting is concerned, and, so far as I

know, is a penalty which does not apply to any other type of misconduct, in including crimes for which capital punishment may be imposed.

It is submitted that these penalties are not only unique, but unduly onerous and discriminatory. Accordingly, Sections 311 and 313 should be amended by preserving the statutory declaration that the anti-trust laws are applicable to radio and that the granting of a license shall not stop anti-trust suits and prosecutions, and by deleting the special penalty provisions above mentioned. This can be accomplished by retaining the last sentence of Section 311 and the first sentence of 313, so that these sections would read as follows:

> "Sec. 311. The granting of a license shall not estop the United States or any person aggrieved from proceeding against such person for violating the law against unfair methods of competition or for a violation of the law against unlawful restraints and monopolies and/or combinations, contracts, or agreements in restraint of trade, or from instituting proceedings for the dissolution of such corporation."

> "Sec. 313. All laws of the United States relating to unlawful restraints and monopolies and to combinations, contracts, or agreements in restraint of trade are hereby declared to be applicable to the manufacture and sale of and to trade in radio apparatus and devices entering into or affecting interstate or foreign commerce and to interstate or foreign radio communications."

Scope of FCC Inquiries Should be Limited

Section 308 (b) of the Act provides authority for the Commission to require information from applicants and licensees relating to

> "citizenship, character, and financial, technical and other qualifications...and such other information as it (the FCC) may require."

Under this authority the FCC has required broadcasters to submit detailed statements and schedules of business association, personal history, and, most significantly, extensive information respecting program schedules. The emphasis which the FCC has indicated it will place upon the programs of radio stations in considering applications is clearly reflected in the Blue Book and in subsequent demands for information.

This type of information -- with its direct effect upon business practices and program operations -- is inconsistent with equal treatment of broadcasting under the law. Accordingly, it is suggested that Section 308 (b) should be revised by eliminating any authority to require information concerning "character" or "other qualifications," or "other information." Information of this nature would be inappropriate if the FCC is to re-assume its proper role of confining itself to technical matters, and is not to concern itself with the business practices and program policies of broadcasters.

In line with the foregoing, I suggest that Section 319 be revised to eliminate any authority of the Commission to require information concerning "character," "other ability" or "such other information as the Commission may require." In this connection, it should also be made clear that the facts concerning "the purpose for which the station is to be used" should be limited to the type of station for which a construction permit is desired -- that is, whether the station is to be used for broadcasting, point-to-point or other form of communication. It would also seem desirable to revise this section so as to conform it to the proposed revisions

of Sections 307, 308 and 309. One way of doing this might be to delete the second sentence of subsection (a) of Section 319 and to substitute in lieu thereof, "The procedure for handling such application shall be that provided in Section 309 hereof." In addition, I suggest the deletion of the second sentence in subsection (b) of Section 319 so as to avoid any inconsistency with Section 13 of the bill.

June 17, 1947

Stanton, Frank

inter-office memo

from June 14, 1947

CBS EXECUTIVE OFFICES

to: Mr. Murrow

Siepmann's proposal -- which I read with considerable interest and am returning herewith -- seems to me to be ideally suited for Foundation support in one of the university FM stations. Aside from the cost of such an undertaking, we face one very difficult problem and that involves CBS Station Relations and to a lesser extent, Sales.

No affiliate I know of would welcome Columbia in any such experiment because to the extent that we were successful we would be competing with our own network output and taking circulation away from a CBS affiliate. Similar conditions would motivate our network advertisers to complain.

There are ways to circumvent these two road blocks. The obvious approach is to seek a non-CBS market. If that were possible, I would want to hear how Siepmann plans to handle the following:

1. Programs - who provides them and how much they cost.

2. Program Promotion - what or how is this to be done and at what cost.

3. Audience Research - without some reliable gauge, how will we know the outcome of 1 and 2.

If Siepmann has definite plans we might discuss them further with him. However, I am convinced we should not be identified directly with this idea because it will cost much more if we are connected with it officially.

Frank Stanton

cs

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SPRING 7-2000; EXT. 661
SPRING 7-6724

June 3, 1947.

Mr. Edward Murrow
Columbia Broadcasting System
485 Madison Avenue
New York, New York

Dear Ed,

I have a project to suggest to you. It occurs to me that it might be of special interest to CBS for two reasons. You have always shown special interest in research and you have pioneered, as has no other network, in the field of public service. As far as I know, no concerted effort has yet been made to see how audiences for public service programs can be increased to a point at which they might prove tempting to a sponsor. With FM coming along and with it the prospects of increased competition, there is surely a need to foster and develop sizeable audiences in a wider range of differential fields of interest. The project I have in mind has reference to this problem.

Is it conceivable that we might consider a five year experiment in the deliberate promotion of interest in and attention to a selected range of programs in the educational and public service fields through the joint action of a network and a selected control community? Take Schenectady for instance. Here is a city of a manageable size, with a homogeneous community and active citizens' groups. My thought is that we should move into such a community, and enlist the cooperation primarily of the schools but also of civic groups (Chamber of Commerce, Labor Unions, etc.) and see if we could organize regular listening to a select list of programs which could be integrated with the activities and interests of the community both in and out of school. The organization need not, I think, be elaborate or the expense anything but modest. One organizer with a secretary and a modest budget for promotional activities might indeed prove sufficient.

The whole purpose would be to get the community acting on its own steam. Over five years it might be possible to prove something interesting as to the speed at which and the extent to which interest could be shifted permanently to new fields of interest. You will know from our many discussions that what I am after is the beginning of collaborative effort between radio and groups in the community concerned with a more rapid advance toward civic and educational matter.* I remain convinced that much more could be done than is at present realized in this speeding up process, given a sincere desire for cooperative effort on the part of the radio industry and of responsible social groups. A five year test should at least give us some valuable evidence. At best it might set a precedent of exceptional importance not only to educators but, who knows, to the future revenue of the radio industry itself. I don't think I am crazy in anticipating that unless we develop a wider range of differential interests among listeners, the increased competition which FM is likely to bring about may well result in reduced earnings for any given station.

This is, of course, the barest outline of the project. If you think your people would find it of any interest, I should be delighted if we could discuss it further.

Cordially yours,

Charles

C. A. Siepmann
Director

CAS/rcd

* Combined with this would be an effort to induce non listeners who "despise" radio to discover in it matter of genuine interest to them.

RAYMOND SWING
3116 RODMAN STREET, N. W.
WASHINGTON, D. C. 20008

March 5, 1965

Dear Ed,

Now that you are Sir Edward I hasten to send my congratulations. Knowing London as I do I know what it means to the British to make you a Knight. Knowing you as I do I know it pleases but does not enlarge you. You are more pleased that Janet becomes Lady Murrow than that you are to be Sir Edward. It is a delight for all your friends for both of you, and I only hope that you allow yourself the indulgence of being VERY pleased. Not much less pleased than when you were given the Freedom Medal.

I know you have been having a hard time recently, and wish there were some way you could be rid of pain and could FEEL your strength rising again. You bear your tribulation, as you lived, courageously. In doing this you do us, your friends, a lot of good. We should like you to be repaid in part by their affection. You know you have mine, and my fervent good wishes.

As always,

Raymond

Sorry

4-C-11

NOTES ON

TV-RADIO AND THE HUMANITIES

"The humanities" is a highbrow term, and I know that people in television and radio usually feel they must avoid being highbrow as they would the plague. But when television and radio became universal in scope, as no media of communication had ever been universal before, they had to have a relation with the humanities.

What do I mean? What are the humanities, other than some subjects taught in liberal arts colleges? Am I about to advocate that television and radio should supplement the existing agencies of education? I could, but that is not my theme. I am concerned with a different duty. It is not an easy one to define, but I believe it is a vital one to discuss.

~~Let me try to~~ But I can define the humanities I am talking about. It was Joseph Wood Krutch (pronounce Krootch) who said: "The humanities, as opposed to the sciences, are concerned with whatever is important to man, but cannot be measured, and is not susceptible to valid experiment." That is to say that the humanities are concerned with subjects much more important to civilization than the scientific method is competent to deal with. That being true, television and radio cannot escape being concerned with the humanities unless they limit themselves to the function of entertainment.

Let me say at the outset that I know there are those in television and radio who are content to do no more than to entertain, and who quite honestly believe that civilization is no business of theirs. But I do not believe they are

typical of the industry. Those in charge of it are perhaps better described as perplexed and even stunned by the problems that confront them. They are acutely aware that they have grave responsibilities. They know that the atomic age is upon them and is bringing changes they cannot foresee. The statesmen are unable to foresee them and ~~so to~~ give them leadership. Television and radio are growing so phenomenally that those in charge of it have hardly time to administer it well, let alone to think of its place in civilization.

The universality of television and radio ~~are~~ is both a privilege and a peril for them. To be successful, they must appeal to the greatest number. That is not by any means a curse. For my part, I am pretty much of a Jeffersonian, I believe in the greatest number. I don't believe they are wiser than individuals, but I am sure they can be better trusted to manage their own affairs than to commit them to dictators however wise.

But to say that is a far cry from saying that the greatest number, in questions of taste of interest, inevitably have the highest and final standards. When Ed Sullivan dropped Metropolitan Opera excerpts because ratings sagged while the classics were being perfrmed, that did not prove that we can dispense with the classics. Nor did it prove that the entertainment items that kept the rating up were better for the country than grand opera. All that is proved, if I may say so, is that the sponsors who insist on highest ratings at ~~all~~ any cost are hypnotized by sheer numbers. For I doubt that they ~~will sell~~ sold more of their products by dropping the excerpts by the Met. That is, I believe that twentyfive

million television watchers, including opera lovers, ~~will~~ may buy as many automobiles as thirty millions with the opera lovers left out.

However, I recognize that the basic motive in television and radio is to survive, and to survive it has to pay its way and to pay its way it has to sell the sponsors' products. I do not object to that, though, as I shall point out later, that is not the whole story. Our commercial television and radio as a system seem to be the alternative to state-operated and financed communications. I am sure the commercial system provides freer speech and freer thinking than any state-operated system, including that of democratic Britain ~~included~~. I also believe that commercial television and radio, thanks to the vast sums they are able to tap, have given the American public not only higher class entertainment but a great deal of artistic drama and music, as well as an enterprising study of national and international affairs. It may be that the uniform standard of taste on the BBC is a little higher than ours in America, though I am not positive ~~about it~~ of it, but if it is, I still would prefer our system because it is more alert, experimental, enthusiastic and enterprising. These are the qualities the competitive system engenders.

But the universality which the commercial system has achieved is, as I said, not only a privilege, it also is a peril. It blankets the country and serves a greater portion of the population than have ever before been joined in a single community. By now television and radio have become vehicles of civilization whether they have ~~sought~~ aspired to or not. They have not replaced the other instrumentalities--the

churches, schools, public platforms, libraries and publishing houses, the stage and concert halls, but they have transcended them, and to an extent that had never been anticipated, civilization is committed to them. I call this a peril because television and radio have not yet grown up enough to carry the responsibility.

If, according to my definition of the humanities, they deals with all things that cannot be measured by or proved by science, they must be included in the service of television and radio if civilization is to have the full benefit of its chief organ of communicaton. I am not sure that our civilization can thrive and advance without better television and radio. This organ. That is one aspect of the peril.

But there is another aspect, which is the other part of the motive of survival to which I referred. Surely it is a truism that if our civilization is lost television and radio are lost with it. So there is more to the motive of survival in television and radio than the need to pay their way. To endure, they must strengthen and affirm the values that are the essence of civilization.

This being true, it it not enough to entertain the greatest numbers. There also must be full appreciation of our historic heritage, wise understanding of our institutions and traditions, familiarity for our classics in literature and the arts, and persistent attention to our ethical principles. The greatest numbers don't need to lose their desire for enterainment. They don't have to sacrifice their pleasures in the cause of civilization. That is not the point. The point is that entertainment must not

be the dictator of television and radio. ¶ I am well aware that many wonderful things have been brought to huge audiences in the way of drama, music, public discussion, religion and history. But I do deny that the humanities have had enough of a share in the thinking of those who create our communications programs. I have seen some improvement in the instances in which the broadcasters have taken b ck the programming from the advertisers. But I do not suggest that the problem will be solved simply by letting the broadcasters do the programming. We need a development of thinking more than a shift in controls.

¶ I am realistic enough to know that the bulk of the money that pays for television and radio comes from a relatively small number of coporations. Hence the thinking of the executivs in these corporations will have a profound influence on what happens in television and radio. And that is saying that the thinking of a fairly small number of executives will greatly influence, if not decide, the course of our civilization.

I confess I am staggered by this idea. But I am not altogether pessimistic. I have watched corporation executives take a growing interest in education, not only to make sure that colleges train engineers and scientists enough to staff their expanding industries, but because they have become aware that corporations as such have a civic duty to the cultural life of the country. ~~They have learned that it is good business to be good citizens.~~

We live in a time when civilization no longer is a book word. It no longer is an age-long thing that somehow was made without the conscious devotion of its members in ways comprehended only by scholars. Civilization means something to each of us, that it never meant to individuals before. In this strange age of nuclear power

civilization ~~might~~ can be snuffed out over night. We know that while we ourselves did not create our civilization we ourselves can lose it. It is committed to us.

We also know that we can save ourslves from nuclear destruction by buying a different civilization that does not include our values of freedom or cherish like ours the dignity of the individual. ~~But~~ We know we are not making this bargain. We value our civlization. So We begin to know that we must value it if we are not to lose it.

I say we have begun to value it, but we have only begun. This evaluation lies in the field of the humanities, and in this atomic age the content of the humanities no longer can be confined to the scholars or to a small group of students. It must be shared with the entire nation.

If your imagination is alert you may say that it is a kind of miracle that at this time, when we need as never before to become aware of our civilization, we have developed an instrument than can accomplish this universal communication. I agree that this is the real miracle of television and radio. But I am reminded of a phrase in St. Joan, in which Shaw, through the Bishop of Beauvais, defines a miracle. It is, the Bishop said, and event that can create faith. We need this faith in ourselves, our standards, our truths, in the beauty of love and the things we love, So I say that if television and radio are a miracle, they must give us this faith. That is their chief function.

I can testify that they are experimenting with their new powers and opening up vistas, though now and again they may seem distressingly rapid. But may I close with an exhortation.

We must not shy away from the humanities, or fear to confess our devotion to them. If we are going to survive as a nation and a civilization we must do so consciously. This is so obviously in our self-interest that ~~I am hopeful that~~ the hard-headed realists who run our television and radio, and our super-corporations that supply ~~their financing~~ so much of their finances, ~~will~~ should be able to discover where their survival really lies. If they do, the right relation with the humanities will be established. If they do not, ~~heaven hardly will~~ who can say that heaven will help them, or us?

Swing, Raymond
Replied 8/21/64

RAYMOND SWING
3116 RODMAN STREET N.W.
WASHINGTON, D. C. 20008

July 8, 1964

Dear Ed,

Congratulations on being one of the recipients of the President's Freedom Medal. It is as high an honor as he can give and I am so glad he gave it to you. No one on the list deserved it more. Meisung and I send are very warmest felicitations.

We hope you are finding the farm a place to gain strength and also peace of mind. Our very best to Janet.

Affectionately

Raymond

Replied it was —
Swing, Raymond

Raymond Swing

3116 Rodman Street, N.W., Washington 8, D. C.

March 9, 1964

Dear Ed & Janet,

At one of the Spring cocktail parties at the Lippmann's yesterday, Walter said he had talked with you recently in California and reported that the sunshine was doing you good. It certainly did Walter good; he looked five years younger than the last time I saw him. I have heard from one person and another about you; that Ed is playing some golf and looks very much better. I so hope this is so. Meisung and I send our most healthgiving greetings!

Harcourts are doing a fine job promoting my book, now near its birthday. The Overseas Press Club dinner on the 24th

appears to be already a sell out, if you can call it that with the publishers inviting some sixty five TV, radio, people and reviewers for a room seating only 150. John Gunther is to be MC. Henry Loomis is coming and will speak briefly along with Howard Smith and perhaps Quincy Howe, perhaps even Fred Friendly who said he would come. The book, read by Leland Stowe and his boss at Michigan, brought me today an invitation to speak there in May; another engagement to address librarians in Drexel Institute, and about eight radio and TV interviews already made or arranged. I feel a little like a Lazarus coming out of the very pleasant tomb of obscurity I have been occupying.

I haven't heard whether Fred got you, Ed, to agree to try a little TV-ing later on. Fancy his taking Salant's place! Do men bite dogs?

Affectionately

Raymond

8006 Jenner

TELEGRAM FOR SWING...

SWING IS OLDER THAN STENGLE AND HAS BEEN "MANAGING" LONGER.. HE HAS DEMONSTRATED THAT HE DOESNT NEED TWO THINGS DESIRED BY BROADCASTERS AND BALL PLAYERS ....~~EGXX~~ BIG MONEY AND PUBLIC ACCLAIM ALTHO HE HAS HAD AND DESERVED BOTH.....I ~~SHLXXXX~~ SHALL ALWAYS REMEMBER HIS BROADCASTS TO BRITAIN DURING THE WAR..HE WAS REALLY THE VOICE OF AMERCA THEN... WE WORKED TOGETHER DURING ~~SOME~~ A FEW OF THE POST WAR YEARS AND THERE WAS A ~~TE~~ TIME WHEN SOME OF MY BEST WORDS WERE SWINGS...~~SOME~~ MUCH OF HIS ~~BEST~~ FINEST WORK HAS NEVER BEEN HEARD IN THIS COUNTRY BUT THAT HASNT BOTHERED HIM..HE CHOSE TO WORK FOR HIS COUNTRY INSTEAD OF FOR DOLLARS AND AS CHIEF COMMENTATOR FOR THE VOA HE ~~DEMONSTRATED~~ SHOWED THAT ONE OF THE GREATEST NEWS ANALYSTS OF OUR TIME CAN SERVE HIS COUNTRY AND HIS CONSCIENCE ~~AT THE SAME TIME~~ SIMULTANEOUSLY...HE HAS TALKED TO THE WORLD IN THE NAME OF THE AMERICAN PEOPLE..HIS WORDS HAVE BEEN MONITORED AND STUDIED IN THE CAPITOLS OF THE WORLD..AND HE HAS DONE IT WITHOUT PRAISE,WITHOUT REWARD.(BECAUSE THATS THE WAY THE MAN IS MADE.).

~~THESEXARERXGENERALLYXZEONEDZX~~ LEST THIS BEGIN TO ~~SIUND~~ SOUND LIKE AN OBIT LET ME SAY THAT SWING IS A DECEPTIVE MAN,..HE APPEARS ~~TOLERANT~~ TOLERABLY TOLERANT BUT IN ARGUMENT HIS MIND IS AS TOUGH AS TITANIUM...I LOOK FORWARD TO MANY MORE ARGUMENTS WITH HIM..HE ~~WIL~~ WILL BE ABLE TO OUTSHOUT ME AND HE MAY OUTLAST ME, BUT THE PLEASURE OF WORKING WITH HIM HAS BEEN MINE X

[EDWARD R. MURROW]

Raymond's birthday — 1964

Swing

UNITED STATES INFORMATION AGENCY
WASHINGTON

Nov. 22, 1963

Dear Ed,

Now that you are up and about--thank God--I want to tell you that I have decided to leave the Voice at the end of the year. It is a decision which I have not communicated to anyone but Henry Loomis, and shall in due course tell Alex Klieforth. My second term at the Voice has, I am sorry to say, not kept me in the close touch with you to which I was accustomed, through no fault of yours. We were separated by channels. But I have grown very fond of some of my associates, and shall always be grateful for having had th is work to do. And my fondness for you has grown, I might say, even across the channels.

I hope your strength will flow into you again in fullest power.

Sincerely,

Raymond

Raymond Swing

These Days . . . .

By George E. Sokolsky

TV and the Conventions

Wash Post 8/2

ATOP A HILL in New England, in the silence of a secluded farm, miles from a city, I watched both the Democratic and Republican Conventions. I had been to several Conventions and had suffered the heat, the noise, the smoke, the distractions. Here I had an opportunity to watch the proceedings calmly and in the event that I required more detailed information, I found the long distance telephone faster than my legs ever were. In fact, it seems to me that I was able to find whomever I wanted faster by telephone than by searching in the mazes of hotels and amphitheaters. As my task is not what is called the gathering of spot news but the relating of such news to the forces and movements of history and society, I find that I can do my work better by studying these events more calmly than on the spot.

Sokolsky

THE MARVEL of it is that, in this age of mechanical wonders, I was never out of touch with either convention, that my perspective was better and that by teletypewriter I could have documents almost immediately.

On this farm, not all television channels come in with equal efficiency. I found that a Hartford, Conn., station had a better signal in this area and I used it almost exclusively. This gave me CBS rather than ABC or NBC coverage. This was not a matter of choice but of mechanics. I found the coverage to be excellent and the comments of Walter Cronkite and Edward R. Murrow informative.

I was surprised about Murrow. He had, in the past, struck me as a man who was so biased that it hurt him to be fair about those whom he opposed. I must say that such a criticism this year would be absolutely untrue and unjust. He went straight down the middle, as the expression goes. In fact, the television reporters and commentators seem to have matured since the days when they tried to brain-wash their audiences. They told the story straight, and although there might have been a slip or two, they did not average more or were not less restrained than we, writing men, do under similar circumstances.

In a word, television is maturing and is leaving behind it the staccato shouting and fast-talking which marked radio and was so ugly and so lacking in information. I am told that the other networks did equally well.

THE REPUBLICAN Convention was much more difficult to report than the Democratic. The Democrats were, as usual, unruly and therefore picturesque; the Republicans were well-behaved, started on time and moved like a clock. It looked like a dull party. Then the first really important speeches were delivered and they were all conservative. Former President Herbert Hoover, Sen. Barry Goldwater and Rep. Walter Judd caught the imagination and the hearts of the delegates and gave life to the Convention.

While Richard Nixon and Nelson Rockefeller were playing tiddly-winks over a platform which was not even read to the Convention or by the delegates, the excitement over Goldwater and over Judd's speech was intense. Goldwater became a candidate against his will and a ground-swell developed for Judd for Vice President. What looked like a completely contrived convention, not worth the hotel bill, came to life in side issues. This gave the television men an opportunity for good reporting which they did.

Raymond Swing

UNITED STATES INFORMATION AGENCY
WASHINGTON

August 2.

Dear Ed,

I thought all was well with you and your work at the conventions until I read the enclosed by Mr. Sokolsky. If I were you it would worry me! But joking aside you have every reason to be pleased with the Republican convention. CBS did a better job, and so gave you a better setting. I did look now and again at NBC just to see why it was being praised so much, and failed to find out. I thought CBS was far and away better.

Then I heard you again Sunday night (missed you the Sunday before) and thought the discussion first rate. Again I have to demur at what you said about the Democratic platform, particularly your dismissal of the assertion that a growth percentage at 5 percent would finance the needs of defense and education without increased taxation. The economists who believe this have made out a pretty good case, so it seems to me. But you and Ike disagree. If Ike weren't on your side I might be more cowed!

I still think CBS can attribute most of its lag in ratings at the convention to Cronkite. His pomposity and verbiage are deadening. To have a little of him is tolerable but to have him eight hours at a stretch is not. I should say, too, that Collingwood was an asset at Chicago. And ask why Nancy Hanschman was given so little to do. She

had captivated everyone, it seems, but the CBS management. As a footnote, if you haven't read Doug Cater in the current REPORTER, do so.

All continues well with Meisung and me. I get a bit stronger each week. And working conditions seem to be getting better too, so I am annoyed much less, which my doctor tells me is what a recuperating heart needs.

I'm sure you'll be showing up in Washington before long and look forward to it eagerly. Give Fred my best, please. And also please give Janet my greetings.

As always,

Raymond

Swing, Raymond

February 28, 1961

Dear Raymond:

My apologies for the delay in sending you the list of Mr. Murrow's honorary degrees.

I was trying to check on the date of the earlier ones, but cannot find that information in our files. If that part of the information is absolutely essential, I will, of course, make further efforts to track it down.

I'm happy that Mr. Murrow is enjoying his new work so much. Whenever I have had occasion to speak with him on the telephone, he sounds very stimulated. And, in fact, only yesterday he said that he was "having a ball", an expression I have never heard him use before.

With best regards,

Sincerely,

Mr. Raymond Swing
3116 Rodman Street, N.W.
Washington 8, D. C.

Honorary Degrees:

LL.D., Colby College
LL.D., Washington State College
LL.D., University of North Carolina
LL.D., Muhlenberg College
Dr. Humanities, Rollins College - 1949
Dr. Journalism, Temple University - 1951
LL.D., Oberlin College - 1954
Dr. Humane Letters - Hamilton College - June, 1954
LL.D., Mount Holyoke College - June, 1955
LL.D., Grinnell College - June, 1958
LL.D., Brandeis University - June, 1959
Dr. Humane Letters, Colby College - June, 1959
LL.D., University of Rochester - October 14, 1960

Raymond Swing

3116 Rodman Street, N. W., Washington 8, D. C.

Feb. 11, 1961

Dear Kay,

Along with Mr. Murrow's brother I am putting up Mr. Murrow for membership in the Cosmos Club, and there is some information which apparently only you can supply. That is the list of his honorary degrees with dates and, of course, colleges. Janet didn't know them, and if Ed is like me he doesn't know them either. I have to look mine up if I need the list. So will you be so good as to send the list to me at your early convenience.

Mr. Murrow is working very hard but seems to be enjoying it enormously. Everybody as USIA feels uplifted over his appointment. And this includes me.

Very best regards, as always

Raymond Swing

Raymond Swing

Raymond Swing

November 22, 1960

Dear Raymond:

First of all I must say you my thanks for the telephone query about my health. I was unhorsed for a bit and am not yet back in the saddle, but have at least one foot in the stirrup and am heading for that new frontier Kennedy has been talking about.

A note from Ferdie Kuhn obliges me to cast aside my cloak of anonymity. If you ask why I donned it in the first place, I could not give you a reasonable answer. I was I think, either in Delhi or in Hong Kong when Ferdie's note arrived, and it just seemed to me the right thing to do.

Now I must beseech you to accept the return of your check and the counsel to indulge yourselves. If you are disposed to accept a suggestion from an old friend and colleague, why not use it to bring Meisung to New York during the holidays for a few concerts, theatres, and an evening with the Murrows.

I think I have hit upon the reason for all of this. It gave me prideful pleasure and made me feel better to be able to lend a hand and to accept return of the gesture would make me feel less good, and right now I need to feel better than I do. I trust that your knowledge that I am an essentially selfish individual will make my action comprehensible and that you will humor me in this matter.

As ever yours,

Mr. Raymond Swing
3116 Rodman Street, N. W.
Washington 8, D. C.

ERM:gw
att.

Raymond Swing

3116 Rodman Street, N. W., Washington 8, D. C.

Oct.14,1960

Dear Ferdie and Delia,

Let me explain the enclosed checks. One is for you, the other for Mr. Anonymous. I am repaying you and Delia (and him) the money you so generously and spontaneously gave us at the time of my illness, when Meisung and I were being smothered by medical expenses.

I know you were making gifts, and I hope you will not think I am denigrating that lovely word by now returning the money. But you did what you set out to do, you saved us at a time of very great anxiety and need. I shall never forget the deep emotion that flooded through me in response to your act.

But now we are out of trouble. Thanks to my being back on the payroll for several months, I can now repay you. I hope that you spend the money on yourselves indulgently. Or you can consider yourselves able to help someone else some time and so get double satisfaction out of the money. You can do so knowing we are comfortably out of the woods, and that I am very fortunate indeed to be able to catch up financially.

Will you be so good as tell this to Mr. Anonymous too, and express to him our very great thanks?

We both are happy indeed to have you back.

Affectionately,

Raymond

Raymond Swing

Raymond Swing

3116 Rodman Street, N. W., Washington 8, D. C.

Nov. 23, 1960.

Dear Ed,

Nobody told me you were Mr. Anonymous, but I knew quite well who he was. But because he called himself anonymous I couldn't tell him how grateful I was for his help. Now I can write you in both your capacities. Thank you for helping me at a time when I needed it. And thank you now for your ultra-generous reply to my message and check. You may be sure that the money will be spent enjoyably somehow, though I doubt if Meisung and I can manage a binge in New York. I still keep close to home and don't go out of nights. I am remarkably well, but partly because of this regime.

I hope you get quite well again right away. It was a shock to hear you had had pneumonia, and a relief to be told it was not a serious case. Next time you are in Washington, do give me a ring; at least we can exchange a few words over the phone. Put down my office number--Worth 3-3620-- and my home number, Woodley 6-2055.

Meisung joins in my thanks and in greetings to Janet.

As ever,

Raymond

What "new frontier" are you looking for ?!?

Raymond Tracy

UNITED STATES INFORMATION AGENCY
WASHINGTON

Jan.2,1961

Dear Ed,

I tried to phone ou New Year's eve, thinking you would be having the boys from abroad at your Park Avenue abode as usual. There was no reply. Maybe you and Janet had gone out to dinner. I wanted to wish you most heartily the very best for the New Year. I have a feeling that you have been thoroughly unhappy this last year, and have wished you could enjoy yourself as you deserve to be enjoyed. I do hope that your health and your work give you occasion for excitement and the sense of service done.

I also wanted to congratulate you on the World of Crisis performance, which was a superb performance. It is nice to be able to say it was a bit TOO good, too well memorized, too well and carefully peppered with good phrases. But all the men (with the possible exception of Kalisher) seemed to me to measure up to the news in their regions, and the lot of them certainly were impressive. This was the day when CBS news reasserted its quality. I must say I was bewildered and shocked by Jack Gould's praise for the NBC show. It was not only a contest between correspondents in mediocrity (excepting Levine, Newman and Harsch)but it was a positive menace nationally, for Cyril Brown's feverish demand for military action was worth a million dollars (really much more) to the communists in their asservations about American imperialism. I probably am closer to the meaning of world news than most journalists these days, and

I can attest that the CBS team was nearer the basic significance of what is happening than NBC by several light years.

I don't know if you saw that I had had MISTER MAN privately printed in Hong Kong. I mailed you a copy. The job is not first rate, but I think it not too bad. I have several hundred copies to send out more than my own mailing list, and if you would like to let me have some names from yours I would be glad to deliver the copies. I want the play read by a sampling of intelligent Americans. It is my misfortune that it is a play hard to produce, and precisely the wrong length to publish. But it says something I profoundly believe and I long to have others think about. (The shipment from Hong Kong hasn't come in yet, but will shortly. I had a couple of dozen copies airmailed for my use at Christmas time.)

I can report that I continue to grow stronger, and while I can't hope to feel younger than my years, I no longer feel beyond them.

Our best to Janet. Do give me the pleasure of an exchange of words with you the next time you come to Washington.

I have been duly titillated by the mention of your perhaps becoming head of USIA. That would grand for me, simply horrible for you!

Affectionately

Raymond

The holiday massacre documentary was unexpectedly dramatic and fascinating, vastness of gruesome - A masterpiece of production.

3116 Rodman street NW

Raymond Swing

UNITED STATES INFORMATION AGENCY
WASHINGTON

CONFIDENTIAL July 18, 1960

Dear Ed,

The best thing you have done since you came back was your analysis of the personality of Kennedy in your Background program yesterday. This was really high-class. Obviously I also mean that I agree with it, which I do in the main. But, I am thinking in terms of the professional performance. It was profound, honest and searching. We don't get much of this kind of broadcasting these days.

As to the convention itself, I listened to CBS all the way through, so I am unable to evaluate Jack Gould's preference for NBC. I knew you worked under a handicap of relying for stimulus on your so-called anchor man. Since anchors often drag he is not misnamed. He is so ponderous and unsubtle as to be one of the poorest men in his field and I am at a loss to know why CBS uses him as it does. You had your good flashes. You and Howard Smith were the only ones with unfailing ideas, I thought. Kendrick was a great disappointment, but he was out of his own subject-matter. I am mystified why you played down the platform so consistently (even in Background) for in the history of platforms it is remarkable. You can discount platforms, indeed you must discount them. But this one, after the discount, was still remarkable, which no listener of yours will believe.

I was uneasy during the long development of the

the revolt against the selection of Johnson for vice president. Cronkite threw in the idea that Kennedy had threatened him with the loss of his Senate leadership if he didn't comply, and you, caught of guard, I thought, said that might be so. Of course it wasn't, and you made up for that slip later. I kept wondering during that portion of the broadcast whether Cronkite was zealously working for Nixon, and was relieved when you read Clark's message, also when you said wisely that Kennedy and his men had counted up every precinct and every county and knew what it took to win the election. I also was relieved when Cronkite finally put on a negro applauding the choice of Johnson. Johnson, I think, deserves a better reputation in the north and among liberals than he enjoys. (But I am relieved he didn't beat Kennedy.)

Everybody says that a convention nowadays is simply a TV show. If that is so it somehow has to be lifted from the many long spells of complete boredom. And the way to lift it isn't to put on somebody interviewing Miss Miami Beach. I don't know the answer. Jack Gould says it is Brinkley. Well, I have heard Brinkley wise-crack quite well. But he is not that good as a wit, and he is very superficial politically. He can't save a convention. You by yourself can't do it, but you plus somebody else, you could. I know there is no chance of dynamiting Cronkite out of his anchor position at Chicago, so I shall listen to you with a lot of fellow-feeling for the help you are NOT getting.

I didn't hear your second Background. The first one I thought a repeat of what nearly everybody worth hearing has

UNITED STATES INFORMATION AGENCY
WASHINGTON

been saying, and I guess that any such broad topic is hard to make original. It was hard to make the Democratic Convention interesting, but this you and your staff did. And in your estimate of Kennedy you pulled the thing right to the top place of wise, unfettered and articulate judgment. It was a masterpiece.

More power to you,

Affectionately

PS I have just read the editorial in the Sunday Herald Tribune on the platform. It borrowed in toto what you said about at the convention. Well, I still don't agree.

And I should add a line to say that Nancy Hanschmann was very appealing. I doubt if NBC has such good cheese cake!

Raymond Swing

June 21, 1960

Dear Raymond:

I felt no sense of pressure, but I was considerably uplifted to find you looking so well.

I am just off for the Governors Conference, and then to Los Angeles for the Democratic Convention, and then on to Chicago for the Republicans.

If it is agreeable with you, I would like to wait until about the beginning of August before suggesting a definite arrangement. The radio show is not yet sold, and in fact the whole future is so obscure that I could not at the moment make a reasonable proposal to anyone.

I hope you will permit me to telephone you upon occasion from the conventions on the suspicion that you may be looking and have some council to offer.

As ever yours,

Mr. Raymond Swing
3116 Rodman Street, N. W.
Washington 8, D. C.

ERM:gw

Raymond Swing

3116 Rodman Street, N. W., Washington 8, D. C.

June 13, 1960

Dear Ed,

I think I may have put pressure on you to try to create a job for me with your many undertakings that would free me from the occasional frustrations I experience at the Voice. If so, let me remove the pressure. I am all right where I am. Relations have improved recently and I am content to stay here. I gather from what you said--and didn't say-at the Raleigh that the kind of regular-work job I was interested in--particularly some regular writing--would be difficult to create. If things change, and something develops along the lines of our former association I certainly will be glad to hear about it. But you must not feel pressed by me. or feel solicitous about me. It is true that I was particularly sore about my policy problems at the Voice a while back. But since then relations have very much improved, and I believe will now stay better.

It was wonderful to see you and I hope it will happen again often and soon. I shall always be ready to pitch in with unofficial comments on anything you are doing.

All the best, as always,

Raymond

Hotel Beau Rivage
Geneva, Switzerland.

December 5, 1959.

Dear Raymond:

Thank you for yours of December 2nd. I have just finished the on camera work and the narration for the Iran show, and drive to Villars tomorrow to see Casey.

Sorry things do not march well at the Voice. I have heard a few of its programs, and they certainly fail to inspire me. As a matter of fact I become increasingly depressed with the calibre of American representation in Western Europe. There are a few devoted characters here and in the Middle West, but damned few.

I have heard precious little about what goes on in TV at home. My own status so far as C.B.S. is concerned remains obscure, and that's all right with me.

I have the feeling that before Spring a variety of opportunities will present themselves, both inside and outside the present network set-up. I do not myself believe that the present agitation for a Czar or a presidential commission will amount to anything. Unless there is a real reversal of attitude on the part of sponsors and networks, I think the only thing people like us can do is to attempt to destroy the system or at least create an alternative.

I am going to spend the Christmas holidays sitting on an Alp and trying to put on paper a few thoughts as to what's wrong and what might realistically be done.

So far as I personally am concerned, I cherish the hope that whatever I do, inside or outside the existing framework, will commend itself to you and that you will want to be part of it.

As ever yours,

Mr. Raymond Swing
3116 Rodman Street, N.W.,
Washington, D.C.

3116 Rodman st. NW, Washington DC

UNITED STATES INFORMATION AGENCY
WASHINGTON

Back the 11

December 2.

Dear Ed,

I gather that the vacationing you have done so far has been what I would call normal for you, that is, you have rested at top speed. I am not a little worried what would happen to you if you slowed down. Maybe you will venture to do so in Switzaerland.

Your office in New York dug up a carbon of the London address, so I got a pretty good idea what you did at the Guild Hall. It was a characteristically American speech in that it allowed the audience about the same number of moments for laughter as for deep thought. In both departments it was very good indeed. I won't say that I thought the laughs even better than the thoughts, because of course they weren't, but they were fresh and provocative. I don't assume that anybody as yet has really thought through the problem of radio-TV in this age, but you are one who has nearly done so.

For your private information, I am good and fed up with the Voice. As now set up a bunch of third-class bureaucrats at USIA (at 1776 Penna. Ave.) have the final determination of what is policy, and I am getting cut down to size. I may be able to stick it out for a while, but if you hear that I am no longer here don't be surprised. Too bad. I could have been used here to some benefit. My personal

relations here are ALL excellent. What's wrong is the system, and I can't change it, God knows, or expect any one else, less than Congress and the President to do so. We ought to function like the BBC without the mention of policy.

I still don't believe the networks have realized fully the long-term effect on them that the quiz scandals will have. But there is a good symptom to report. The Wall Street Journal, page one, column one, carried this week an article on the fear of big advertisers that the scandals may have led the public to distrust the honesty of all advertising and their sudden realization that something had better be done about it. This, one might say, was a sign that the giant himself was awakening. Nobody is going to reform Radio-TV because the needs of self government require it. But if the advertisers find out that they are being washed down the drain something may happen!

Sorry you aren't coming to the USA and we can't have a talk. Meisung sends greetings to you and Janet, and Paul to Casey. You have my lasting devotion and gratitude

as ever

Raymond

Raymond Swing

November 25, 1959

Dear Mr. Swing:

Sheila Hogg is in London on a leave of absence, so I am answering your letter in her stead. Enclosed are the two scripts you requested. I am sorry that the London speech is such a poor copy, but we didn't have them mimeographed and this is the only one I have left to send you.

Kay is returning from London next week and she should have much to tell. From her letters, it seems that Mr. Murrow kept up quite a hectic pace. As you may know, he and Mrs. Murrow have just left for Switzerland where they should, at last, be able to relax.

With best wishes.

Sincerely,

Gabrielle Wachsner

Mr. Raymond Swing
3116 Rodman Street, N. W.
Washington 8, D. C.

encl

UNITED STATES INFORMATION AGENCY
WASHINGTON

Nov. 23.

Dear Miss Hogg,

I very much want to get the transcript of one of Murrow's recent programs. It was called "The Hidden Revolution" and dealt with a People-to-People project in Japan. Would you be so good as to send it to my residence at 3116 Rodman street NW, Washington 8.
And if you have a copy of Murrow's address in England on Television and Politics I should love to read it.

I hope the world is treating you well.

Cordially,

Raymond Swing

Raymond Swing

September 8, 1959

Dear Mr. Swing:

I thought I would just let you know that your letter to Mr. Murrow arrived here and that I am sending it on to him in London. He is in Sweden at present and will not reach London until the beginning of October.

I hope you are well and that the summer heat in Washington has not been too dreadful. My husband and I are going to London for three months, from October to January, and as you can imagine I am very much looking forward to it. Gabrielle Wachsner will be holding the fort here.

Sincerely yours,

Shaila Hogg

Raymond Swing

August 28, 1959

Dear Raymond:

The Accounting Department appears to have failed to cash some of the checks you gave them to refund balances on cash advances. They claim that you owe them $21.18. According to my records this would be made out as follows:

September 18, 1957	$ 1.03
October 28, 1957	18.90
May 29, 1958	1.25

If your records show that these checks were indeed not cashed, would you be kind enough to let us have a check for the total of $21.18, thereby clearing the books.

I am off to Europe tomorrow expecting to meet Ed about October 1st. Meantime, Gaby Wachsner is holding the fort.

With all good wishes.

Sincerely yours,

Mr. Raymond Swing
3116 Rodman Street N.W.
Washington 8, D. C.

gw

Swing, Ray

July 21, 1959

Dear Mr. Swing:

I am enclosing two copies of your play, which Mr. Murrow has asked me to return to you.

I hope you are enjoying the Voice of America and that you are surviving the heat of summer. Things are quiet here, with many people away on vacation. Mr. Murrow is busy with a program about missiles and hopes shortly to get away to the West Coast.

Yours sincerely,

encs.

Mr. Raymond Swing
3116 Rodman Street N.W.
Washington, D.C.

Raymond Swing

F

May 19, 1959

Dear Raymond:

I think it best to send you the enclosed letter from Kazan, also his enclosure. I can only remark that, if your knowledge of anthropology is limited, my own is even more so.

I am examining the possibility of a private printing and will let you know about that in due course.

As ever yours,

ERM:skh

encs.

Mr. Raymond G. Swing
3116 Rodman Street N.W.
Washington 8, D.C.

BEVANS, MARKS & BARROW, INC.
PRINTING AND DESIGN CONSULTANTS
756 SEVENTH AVENUE, NEW YORK 19, N.Y. CIRCLE 5-0440

May 12, 1959

Mr. Raymond Swing
CBS News
Broadcast House
Washington 16

Dear Mr. Swing:

Sorry I misunderstood, and was awaiting a call from you when you came to New York.

Costs of small editions always seem staggering to me, but here is a rough idea:

Composition, design, dies, makereadies - (all preliminary costs)	$1,200 to $1,800
Printing, paper, binding and a mailing box or wrap - per copy in quantities of 300 to 1000	.60 to .80

These figures are based on a hardbound book of 96 pages, good paper, 5 1/2 x 8 1/8. The variations allow for jacket or no jacket - kind of stamping and paper and binding material. They include our design and production fees. To pick a book you might have around, we are thinking of the general effect of Thurber's FURTHER FABLES - though not such large type.

We'd be glad to make the edition for you - or to submit a more exact price and samples of materials and type if you are inclined to go ahead.

We'd be even more pleased if we had a notion about regular publication, how the book would be really sold. I quite understand publishers reluctance, they are apt to be very conventional fellows.

Wish I had a suggestion I thought worth making, but afraid I don't.

Sincerely,

Tom Torre Bevans

Tom Torre Bevans

TTB:al
P.S. We are holding the manuscript here until we hear from you.

Call Kazan

Re. Cairo

Swing, Raymond

March 5, 1959

Dear Raymond:

Enclosed please find three checks. The two from CBS News are, of course, reimbursement for expenses. The one from Mr. Murrow is to reimburse you for the flowers you ordered for Mrs. Fodor's funeral.

Sincerely yours,

Mr. Raymond Swing
3116 Rodman Street, N. W.
Washington, D. C.

Swing, R.

August 27, 1958

Dear Raymond,

This is a dictation draft of the piece for the Association of Radio and Television News Directors. What do you think?

As ever,

enc.

Mr. Raymond Swing
3116 Rodman Street N.W.
Washington 8, D.C.

3116 Rodman street NW
Washington DC Aug. 28

Dear Ed,

I have read the speech with unbounded enthusiasm and gratitude. Your summer has been well spent to produce this, if it should produce nothing else. It is flavored with gall, but that is what is needed. Nobody would listen to the last half of the speech who hadn't been soundly smacked in the first part of it.

I am not predicting that our great corporate nabobs will be touched and awakened by you. Nor do I say it a far cry to be asking them to save TV and radio, which the owners of TV and radio refuse to do. It belongs to them just as much as it does to the owners. At any rate you have seen your duty in laying the problem on their desks.

I trust the summer has been good to you and for you. I can report that I have had a wonderful time. I loafed all of July as I haven't loafed in fifty years for a month. Then in August I turned out first and second draft of a kind of play, something I have brooded over, off and on, for a long time. It is on paper and I think it's what I wanted. I am really pleased to have it happen.

I'll be seeing you a week from Monday, and intend to "get around" next week a bit to have some detailed knowledge of what's going on.

All the best to Janet, a [redacted] greeting in which Meisung joins me.

As ever Raymond

Swing

May 28, 1958

Dear Ted:

Many thanks.

You are most helpful and I am grateful.

As ever yours,

Mr. Theodore F. Koop
Columbia Broadcasting System, Inc.
Broadcast House
Washington 16, D.C.

fe

cc: Raymond Swing

~~Koop, Ted~~
Swing

May 19, 1958

Dear Ted:

Some time ago, it occurred to me that Raymond Swing could be of even greater help to me were he to spend more time in Washington.

We have now decided that he will take up his residence in Washington on a permanent basis on or about July 1.

He will, of course, require office space, and although I know how crowded you are down there, I was wondering whether you could squeeze out some room for him somewhere around your shop. Needless to say, I shall be most grateful to you if this could be done.

All the best.

As ever yours,

Mr. Theodore F. Koop
Director
CBS News
40th and Brandywine Streets, N. W.
Washington, D. C.

mcc

COLUMBIA BROADCASTING SYSTEM, INC.

Broadcast House · Washington 16, D.C. · Emerson 2-9300

THEODORE F. KOOP
Director of Washington News and Public Affairs

May 22, 1958

Dear Ed:

I was delighted to learn that Raymond Swing will be with us permanently. You may be sure that we will do everything possible to be of assistance.

Space is indeed a problem; we currently have one more CBS News Correspondent than we have separate offices. Ray and I have discussed this and are agreed that he does not want to have a desk in the news room.

However, I am glad to report that we can rent an office on the fourth or fifth floor and that is agreeable with him. The rental will be between $550. and $600. a year. In addition we will have to buy furniture and a typewriter, and I assume that these can be charged to your operation.

If this is agreeable with you, we will go ahead and reserve the office so that Ray can start moving his files to Washington.

With all good wishes,

Sincerely,

Ted

Mr. Edward R. Murrow
485 Madison Avenue
New York 22, New York

Swing, Raymond

September 12, 1957

Dear Mr. White:

This is a copy of Mr. Murrow's commentary on Friday night. Let me thank you again for your very great kindness to me.

Sincerely,

Raymond Swing

Mr. Wilson White
Assistant Attorney General
Department of Justice
Washington, D. C.

RS:mac
Enc.

Swing

JUNE 14, 1957

MR. LEWIS STRAUS
ATOMIC ENERGY COMMISSION
WASHINGTON, D.C.

I AM GOING ABROAD FOR ABOUT TEN DAYS. MEANWHILE MINE RIGHT HAND COLLEAGUE RAYMOND SWING WOULD GREATLY VALUE AN OPPORTUNITY TO DISCUSS WITH YOU HOWEVER BRIEFLY, THE POSSIBILITY OF A TELEVISION PROGRAM FOR THE FALL DEALING WITH FALLOUT AND PEACEFUL USES OF ATOMIC ENERGY. IF THIS IS POSSIBLE PLEASE HAVE YOUR SECRETARY CALL MR. SWING AT WOODLEY 62055 or CBS EMERSON 29300. RESPECTFUL REGARDS.

ED MURROW

414-43

fc

Columbia Broadcasting System, Inc. E-502

OFFICE COMMUNICATION

To _____

From Cashier

Station Miss Campbell - Edward R. Murrow office

December 3, 1956

If you receive any checks for Mr. Raymond Swing, either in payment of fees or reimbursement for expenses, will you please mail them to Mr. Swing at 19 West 55th Street, New York City. Thank you.

K.C.

Columbia Broadcasting System, Inc. Swing Raymond F-559

OFFICE COMMUNICATION

To Mr. Seward

From Miss Campbell

Station

August 8, 1956

Commencing Friday, August 10th, will you please resume the weekly payments to Raymond Swing. These are to continue through August 25th.

Many thanks.

K.C.

~~Council on Foreign Relations~~
Raymond Swing

2430 E Street, N.W.
Washington 25, D.C.
10 MAY 1956

Mr. Raymond Swing
485 Madison Avenue
New York 22, N.Y.

Dear Mr. Swing:

I have before me your recent letter in which you expressed your interest in my speech given to the Council on Foreign Relations on the 29th of March. I have attached a copy of the speech and please feel free to use any part of it for the documentary. I would appreciate not being quoted.

Thank you for your interest. I will look forward to Mr. Murrow's program.

Very truly yours,

Herbert Scoville, Jr.

Herbert Scoville, Jr.

Address by Herbert Scoville of CIA Dept. Council on Fr. Relations Mar 29 Council on Foreign Relations

Scoville not to quoted personally

Scientific Manpower Resources of the USSR

As you all know, the scientific-technical manpower shortage is a matter of real concern in this country. Perusal of "want ad" pages from any Sunday New York Times serves to emphasize, if indeed emphasis is needed, the extent to which American industry is crying for engineers and physicists. United States industries, long experienced in competitive free enterprise, now are directing much of this competitive skill toward luring engineers and scientists to their companies. The race is on! For future business achievements will go to the firms which are successful in recruiting competent technical manpower now.

The race is on not only among United States companies, however, but between nations. The United States and the Soviet Union are each trying to outstrip the other in producing large numbers of scientists and technicians. In the Soviet Union impetus is given the program from highest government authorities. Out of the 67 members of the USSR Council of Ministers, 39 have had a scientific or technical education. Significantly, 9 of the 13 First Deputy and Deputy Chairmen have technical backgrounds. These men know the importance of technical training and are in a position to give assistance when and where it is needed.

Today the United States and the Soviet Union each has a scientific-technical manpower force of about 1.2 million. In research and teaching the Soviet Union has a force only about 2/3ds that of the United States (175,000 vs 265,000). In research alone, they have only about half the number we have (120,000 vs about 210,000). But each year, though we turn out 10% more college graduates than they, they graduate many more in science and engineering than we do. For example, in 1955, 60% of Soviet full-time students graduated in scientific-technical fields as compared to only about 25% in the United States. In engineering alone, the Soviet Union graduated twice as many as did the United States.

Chart 1, Graduates per Year in All Scientific Fields, shows the steady increase in both countries in numbers of graduates in all science fields from 1930 to 1960. In 1930 both countries were almost equal, each graduating about 36,000 science students. The 1933 drop to 19,000 in the Soviet curve resulted from a lengthening of courses. The rise in 1935 (in the Soviet curve) reflects the expanded enrollments in 1930/32. Both the United States and Soviet curves show wartime losses from about 1942/43 to 1945. Soviet losses were greater than ours. They dropped to about 22,000 in 1945 compared to about 39,000 in the United States. Rapid post-war increases are shown for both countries. We climbed

faster and farther and reached a peak of about 134,000 science graduates in 1950, largely under the "GI Bill", and then started declining. They climbed less spectacularly, but note that the Soviet curve did not go into a decline. That curve is still rising. In June 1954 Soviet science graduates outnumbered ours by about 36,000. It is estimated that in 1960 the Soviet Union will graduate about 155,000 science students compared to about 126,000 in the United States.

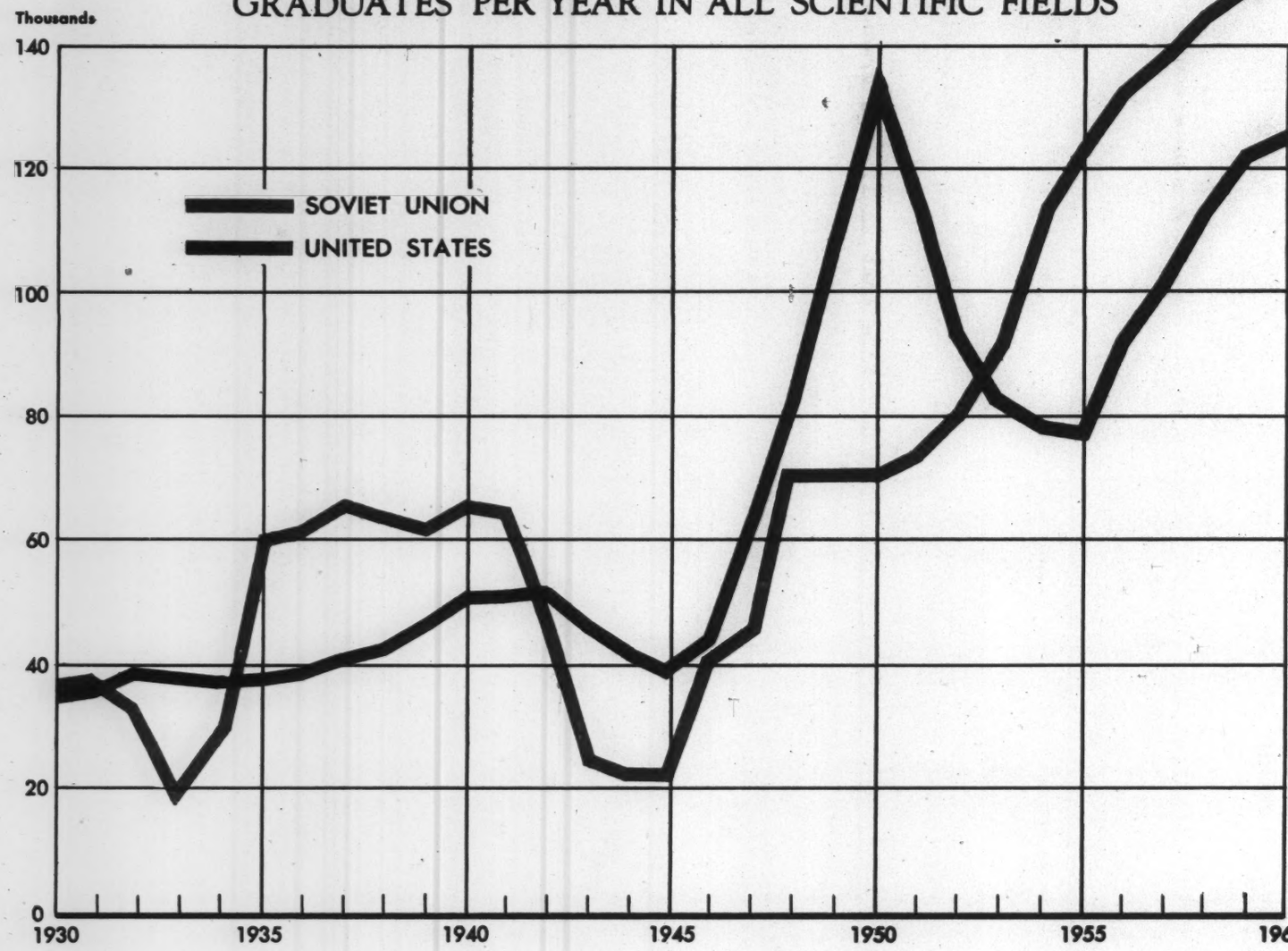
Chart 2, Graduates per Year in Physical Sciences and Engineering, shows a comparison of American and Soviet graduates in the physical sciences and engineering only for the period 1930 to 1960. During the early 1930's, the United States graduated more engineers and physical scientists than did the Soviet Union. In 1935 and 1940, as a result of planned expanded enrollments in 1930 to 1932, the Soviets graduated more than did the United States. Wartime losses are shown. Again, the Soviets dropped lower than did the United States. Post-war expansions are obvious. Note that in 1950 we graduated almost twice as many in the physical sciences and engineering as they did. But by 1953 a reverse trend was developing and in June 1954 the Soviets graduated 57% more than we did: about 65,000 in the USSR compared to about 38,000 in the United States. It is estimated that the Soviets will graduate 90,000 in the physical sciences and engineering in 1960 compared to about 65,000 in the United States.

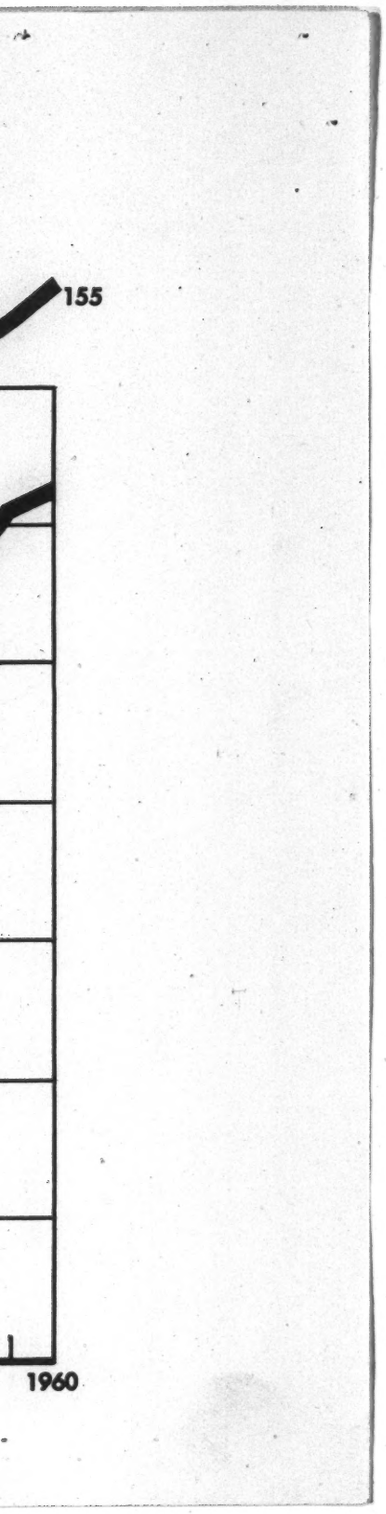
If these trends continue, it is apparent that soon the Soviets will have a decided advantage in numbers of scientific-technical personnel. Continued expansion of their manpower reservoir is assured by the Soviet educational system. Because the educational system is a key factor in this race, I should like to point up some of its more important features. First of all, the system is designed mainly to train scientists, technicians, and skilled labor for the nation's economy. Even elementary schools stress science. There are no electives; therefore every Soviet student has taken 5 years of physics, 5 years of biology, 4 years of chemistry, 10 years of mathematics, and a year of astronomy by the time he finishes high school. Compared with American high school graduates, less than 10% of whom have taken as much as a year of physics and chemistry, and even fewer any advanced mathematics, the Soviet high school graduate has a much better science foundation. An evaluation of Soviet high school textbooks for physics courses shows that the books' coverage is not so up-to-date as that presented in United States high school texts, but the range of materials presented is broader.

After completing high school, the better students enter a higher educational institution. Honor students are admitted without taking entrance examinations, but all others must pass stiff comprehensive exams in Russian language and literature, mathematics, physics,

CHART 1

GRADUATES PER YEAR IN ALL SCIENTIFIC FIELDS

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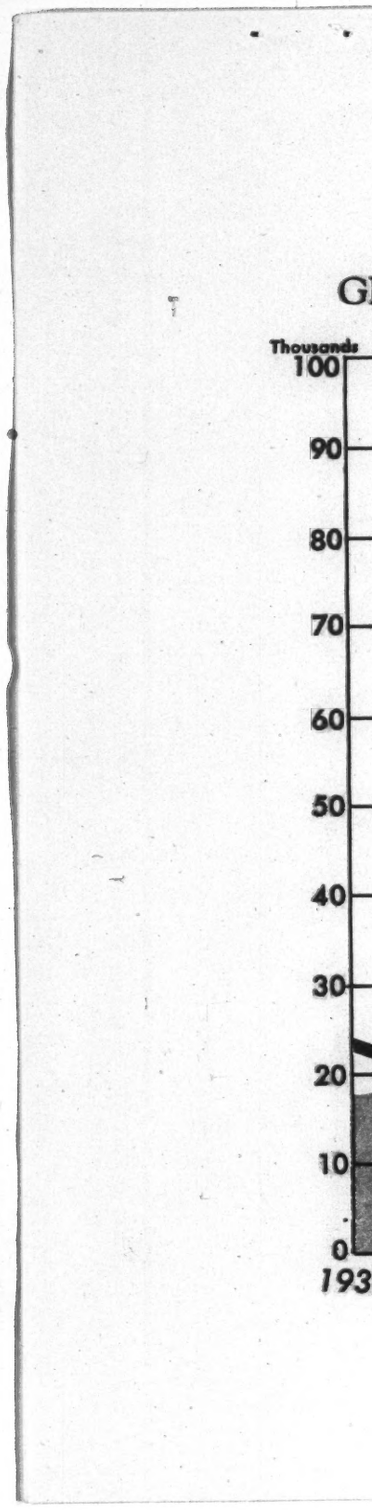
1960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Thousands
100
90
80
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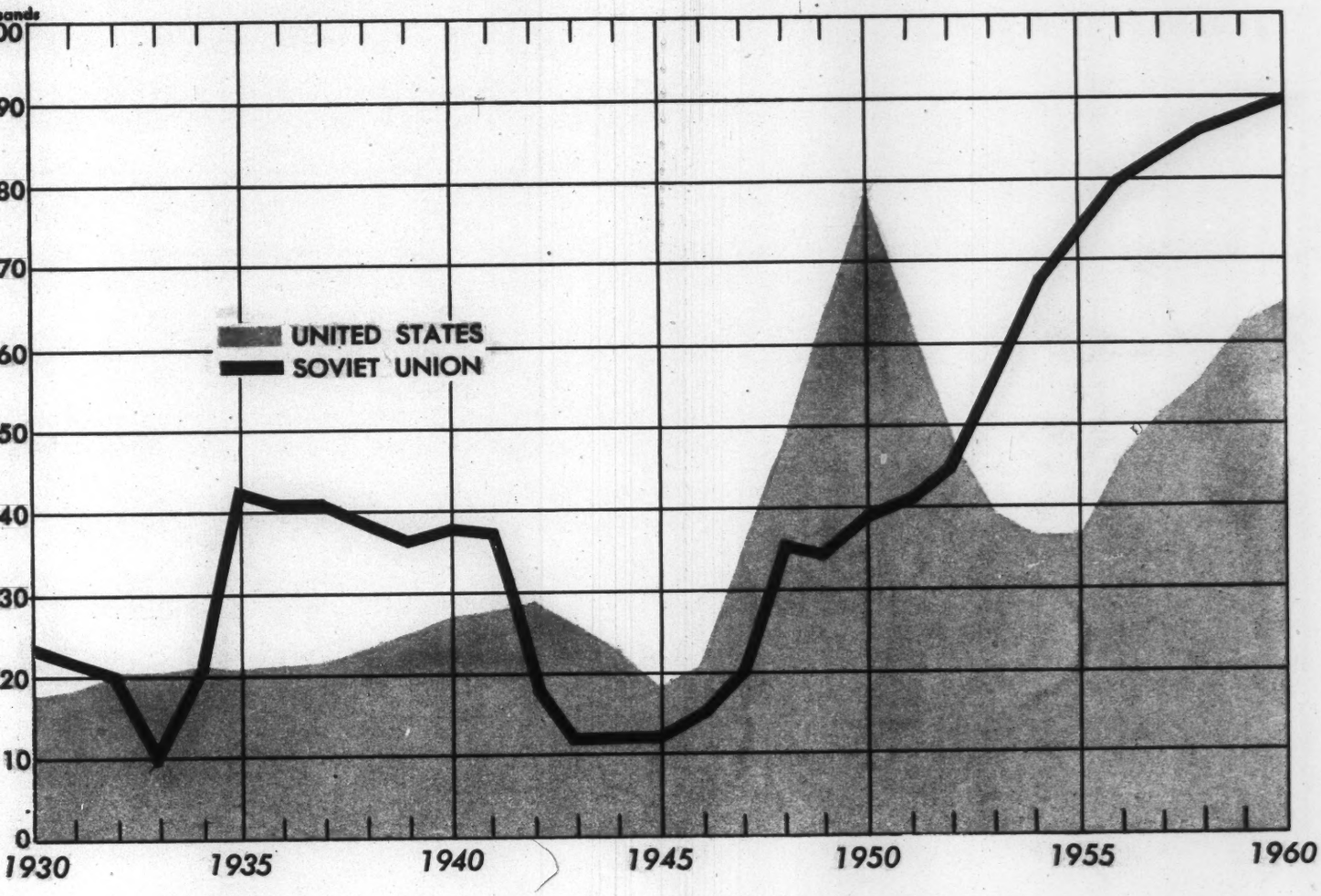
CHART 2

GRADUATES PER YEAR IN PHYSICAL SCIENCES AND ENGINEERING



chemistry, and one foreign language. All entrance examinations are oral, except Russian which is written and mathematics which is both written and oral. Future Soviet engineers and scientists are trained at one of 3 types of higher educational institutions:

(a) Engineering and technical colleges offer 4-5 year courses in specialized fields such as machine building, construction, and agricultural mechanization. These colleges prepare engineers and specialists for particular industries.

(b) Polytechnic institutes offer 4-6 year courses in broader engineering fields such as civil, electrical, and metallurgical engineering. Students graduate as production engineers and enter the economy.

(c) Universities offer 5-5½ year courses in fundamental sciences. Graduates enter research or teaching--the better graduates are directed to research.

Almost half a million students enter these Soviet colleges each year. They spend, as indicated, 4-6 years in a rigorous course of study. Discipline is strict. Attendance at lecture and laboratory sessions is compulsory. As many as 10 comprehensive examinations are given each year. Those who fail are weeded out. Those who do well are rewarded by increased stipends.

While in college students spend as much as 90% of their time on technical subjects. The next four charts show translations of curriculum requirements listing subjects of instruction and the number of hours allotted for lectures, laboratory work, and practical study for each subject. The first two charts (3 and 3a) show the 1955 curriculum prescribed for physics majors at Kharkov State University. Chart 3 lists the scientific subjects studied and the number of hours spent on each subject. Students spend 3,556 hours out of a total of 4,290 hours over a 4½ year period studying scientific subjects. Chart 3a lists curriculum requirements in non-scientific subjects. Only 724 hours are spent on non-scientific subjects. The pie diagram shows graphically that 83% of the student's time is spent on scientific-technical subjects.

Charts 4 and 4a, prescribe the curriculum for mechanical engineering students majoring in "Machine Construction, Metal Cutting Machine Tools, and Tools" at Bauman Higher Technical School in Moscow. (Bauman, incidentally, is the best technical school in the country. It is superior to any technical school in the U.K. and compares favorably with MIT in this country. One of the impressive facts

about Bauman is that all of its engineering students take physics courses which correspond in level to those taken by physics majors in this country and which are rarely taken by engineering students here. Every Bauman graduate has a training in physics corresponding to a stiff physics undergraduate minor in the United States.) Chart 4 lists scientific subjects. Out of a total of 4,848 hours spent on instruction, laboratory work, and practical study 4,322 are devoted to scientific subjects. Chart 4a shows the non-scientific subjects prescribed. Only 526 hours are spent on non-scientific subjects. The pie diagram shows that 89% of the Bauman student's time is devoted to scientific-technical subjects. For purposes of comparison, at MIT the curriculum prescribed for mechanical engineering students specializing in materials and material processing includes 2,895 hours of instruction and laboratory work. 2,265 hours or 78% of the student's time is spent on scientific subjects.

Quality of training in the Soviet Union in general compares favorably with that in the United States. As competition for entrance to universities and colleges is very keen, standards are kept high. University faculties are organized so that each department is quite small and teaching often can be done through informal contact between students and staff. For example, the overall ratio of students to teachers in Soviet colleges was 10.5 to 1 in 1950 compared to about 14 to 1 in the United States. The Soviet ratio was up to 12.6 to 1 in 1954. The ratio varies from school to school, of course, and the Soviets don't always compare so favorably. For example, at Bauman the student-teacher ratio is 11.3 to 1 compared to 5.8 to 1 at MIT and about 2.7 to 1 at CalTech. A weakness of the Soviet system is that training is highly specialized and college graduates therefore often have competence only in narrow specialty fields. Such narrow specialization tends to create a narrowness of outlook and may well reduce the Soviet scientist's chances of producing original scientific research. Furthermore, emphasis throughout schooling is on acquiring knowledge rather than understanding. Many U.S. experts feel that such "spoonfeeding" will also inevitably limit independent inquiry and originality.

As the scientific profession in the Soviet Union is a highly honored and well paid one, the majority of Soviet students wish to prepare themselves for a scientific career. What institute a student attends and what course of study he pursues is largely a matter of state selection. Instead of depending upon individual preference or public appeal to influence the high school graduate's choice of a "major", the Soviets use several effective methods to funnel students into disciplines in accordance with the needs of the State:

(1) They use, of course, propaganda appeals, much as we do, stressing monetary and prestige factors, and in addition point out

CHART 3

1955 CURRICULUM REQUIREMENTS IN SCIENTIFIC SUBJECTS (INCLUDING FOREIGN LANGUAGE) FOR PHYSICS MAJOR AT KHARKOV STATE UNIVERSITY

SUBJECTS OF INSTRUCTION	TOTAL NUMBER OF HOURS SPENT ON SUBJECT OVER 4½ YEAR PERIOD
HISTORY OF PHYSICS	48
GENERAL CHEMISTRY	100
DRAFTING	52
HIGHER MATHEMATICS (ANALYSIS, GEOMETRY)	584
METHODS OF MATHEMATICAL PHYSICS	240
GENERAL PHYSICS (MECHANICS, MOLECULAR PHYSICS, ELECTRICITY, ATOMIC PHYSICS)	444
PHYSICS LABORATORY PRACTICE	452
THEORETICAL MECHANICS	136
THERMODYNAMICS AND STATISTICAL PHYSICS	120
ELECTRODYNAMICS (FIELD THEORY AND ELECTRON THEORY)	120
QUANTUM MECHANICS	120
FUNDAMENTALS OF RADIO ENGINEERING	36
SPECIAL SUBJECTS AND SEMINARS AS CHOSEN (ALL ARE SCIENTIFIC)	380
LABORATORY IN SPECIAL SUBJECTS	424
METHODOLOGY OF TEACHING PHYSICS AND THE TECHNIQUES OF PHYSICAL EXPERIMENTS	60
FOREIGN LANGUAGE	240

TOTAL NUMBER OF HOURS SPENT ON SCIENTIFIC SUBJECTS - 3556

OUT OF GRAND TOTAL OF - 4290

CHART 3a

1955 CURRICULUM REQUIREMENTS IN NON-SCIENTIFIC SUBJECTS FOR PHYSICS MAJOR AT KHARKOV STATE UNIVERSITY

SUBJECTS OF INSTRUCTION	TOTAL NUMBER OF HOURS SPENT ON SUBJECT OVER 4½ YEAR PERIOD
FOUNDATIONS OF MARXISM-LENINISM	250
POLITICAL ECONOMY	140
PHILOSOPHY	140
PHYSICAL EDUCATION AND SPORTS	136
PEDAGOGY	68
	TOTAL HOURS 734

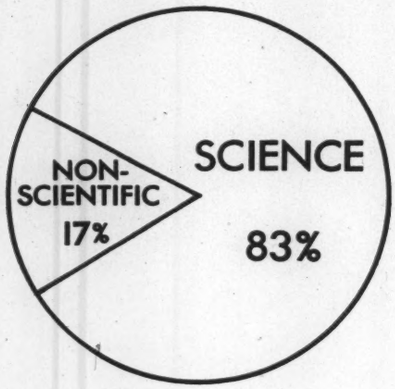


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CHART 4

1955 CURRICULUM REQUIREMENTS IN SCIENTIFIC SUBJECTS (INCLUDING FOREIGN LANGUAGE) FOR MECHANICAL ENGINEERING STUDENTS MAJORING IN "MACHINE CONSTRUCTION, METAL CUTTING MACHINE TOOLS AND TOOLS" AT BAUMAN HIGHER TECHNICAL SCHOOL.

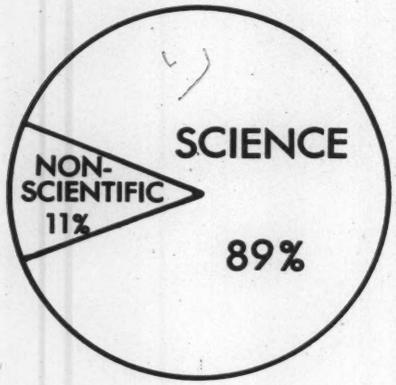
SUBJECTS OF INSTRUCTION	NUMBER OF HOURS SPENT ON SUBJECT OVER 5 YEAR PERIOD
HIGHER MATHEMATICS	388
PHYSICS	245
GENERAL CHEMISTRY	120
DESCRIPTIVE GEOMETRY	90
MACHINE CONSTRUCTION DRAFTING AND DRAWING	188
THEORETICAL MECHANICS	214
STRENGTH OF MATERIALS	232
THEORY OF MECHANISMS AND MACHINES	198
MACHINE DETAILS	215
GENERAL ELECTRICAL TECHNOLOGY AND MEASUREMENTS OF NON ELECTRIC MAGNITUDES	190
HYDRAULICS AND HYDRAULIC MACHINERY	84
GENERAL HEAT ENGINEERING	78
PHYSICAL METALLURGY AND HEAT-TREATMENT OF METALS	96
TECHNOLOGY OF METALS (METALLURGY AND HOT FABRICATION)	118
SHOP TRAINING	204
INTERCHANGEABILITY AND TECHNICAL MEASUREMENTS	68
MATERIAL HANDLING MACHINERY AND MECHANISMS	116
METAL WORKING MACHINE TOOLS AND AUTOMATICS	337
HYDRAULIC EQUIPMENT IN MACHINE TOOLS	56
ELECTRICAL EQUIPMENT IN MACHINE TOOLS	65
METAL CUTTING	80
METAL CUTTING TOOLS	221
MACHINE CONSTRUCTION TECHNOLOGY	208
CONSTRUCTION OF MECHANICAL EQUIPMENT	39
PLANNING OF MACHINE BUILDING SHOPS AND ELEMENTS OF STRUCTURAL ENGINEERING	65
THERMAL TREATMENT OF MACHINE DETAILS	39
AUTOMATION OF INDUSTRIAL PROCESSES	65
INDUSTRIAL ECONOMICS AND ORGANIZATION AND PLANNING OF ENTERPRISES	91
HISTORY OF ENGINEERING	39
SAFETY ENGINEERING AND FIRE PROTECTION ENGINEERING	39
FOREIGN LANGUAGE	134

TOTAL NUMBER OF HOURS SPENT ON SCIENTIFIC SUBJECTS - 4322
OUT OF GRAND TOTAL OF - 4848

CHART 4a

1955 CURRICULUM REQUIREMENTS IN NON-SCIENTIFIC SUBJECTS FOR MECHANICAL ENGINEERING STUDENTS MAJORING IN "MACHINE CONSTRUCTION METAL CUTTING MACHINE TOOLS AND TOOLS" AT BAUMAN HIGHER TECHNICAL SCHOOL.

SUBJECTS OF INSTRUCTION	TOTAL NUMBER OF HOURS SPENT ON SUBJECT OVER 5 YEAR PERIOD
FOUNDATIONS OF MARXISM-LENINISM	252
POLITICAL ECONOMY	140
PHYSICAL EDUCATION AND SPORTS	134
	TOTAL HOURS 526



that it is the Soviet student's duty to prepare himself for usefulness in achieving socialist supremacy.

(2) Another very potent method of channeling students into desired fields is the threat of military draft. Students who enroll at particular specialized schools or in certain courses are given total draft exemptions or continuing deferments. For example, during the war a law was passed listing some 85 technical colleges whose students would be totally exempt from military draft as long as they successfully continued their studies in engineering and technical fields--fields in which there were definite needs. The law still remains in force today.

(3) Also, each college and university has a quota system. There are always more applicants than vacancies in scientific and technical fields. When shortages of specialists are anticipated, quotas are raised thereby admitting larger numbers of people.

(4) Finally, scholarships and stipends serve to channel students into desired study areas. Scientific or engineering students receive more rubles per month than do their fellows who study, say, history. As State needs change, of course, so also does the amount of stipend in a given subject field.

A quarter of a million students each year successfully complete their studies and graduate from college in the Soviet Union. Here again, the State steps in--graduates are assigned to jobs in the economy. Though some graduates may occasionally use outside influence or political "pull" to get desired assignments, most students consider it just that they work wherever the State assigns them. After all, they reason, the State paid for their education and training and therefore they are obligated to repay the State by their work. The best students usually want to go into research and do so. Once assigned a graduate has little opportunity for transfer. The engineer or scientist must remain in his assigned place for at least three years. Hence it is that 80% of Soviet science graduates are actually employed in scientific fields while only 60% of our science graduates work in their fields.

Graduates and researchers who show exceptional promise are selected for advanced training. After studying for three years and preparing a dissertation, they are awarded a "Candidate" degree, roughly comparable to our Ph.D. The Soviets already have more science "Candidates" than we have Ph.D.'s in science. Chart 5, Higher Degrees in Science Awarded Annually, shows the numbers of Soviet "Candidate" and United States Ph.D. degrees awarded in science each year from 1935 to mid-1954. As early as 1935 they awarded 18,000 "Candidate" degrees while we granted only about 15,000 PhD. degrees that year. As you can see, they have continuously awarded more higher degrees than we have, except during

the war years. In June of 1954 they granted 8,100 "Candidate" degrees compared to only 5,000 Ph.D.'s granted in this country. All in all, by mid-1955 there was a total of 55,000 Ph.D.'s in science in this country. 70,000 Soviets held "Candidate" degrees in science.

The government has ultimate power to assign personnel where they are most needed; however, such assignment decisions are not always infallible. Evils of bureaucracy plague the Soviets, too. There is often wasted talent and duplication of effort. But centralized power does insure that higher priority projects are allocated adequate manpower for the jobs. For this reason scientific achievements vary from field to field. In areas important to national power and military strength the Soviets excel. For example, their work in combustion phenomena and chemical kinetics is probably the finest in the world, and they are highly competent in low temperature physics research.

They have recently announced the existence of a number of high speed electronic digital computers. The largest of these, the BESM, is comparable to some of the better high speed computers in the United States and U.K., although not quite so good as a recently completed U.S. computer. Nesmeyanov, President of the USSR Academy of Sciences, has announced that high speed computer research is one of a number of areas of fundamental importance in which the Soviets will concentrate their efforts as, he stated, research in this field is likely to lead to a scientific breakthrough.

In the field of nuclear research, they have achieved significant advances, and have now added high quality competence in developing particle accelerators. At the Atoms for Peace Conference in Geneva, the Soviets announced that by 1956 they will complete a 10 BEV proton synchrotron which will be the largest in the world. United States and European laboratories are designing and constructing accelerators in the 30 BEV range due for completion in 1960 or 1961. But the Russians are planning a still larger accelerator up to 50 BEV. On the other hand, Soviet agricultural research, in general, has been poor, and medical research seems unable to do more than just catch up with the West.

In order to exploit foreign scientific advances, the Soviets have an extensive information gathering program and are rapidly working to perfect a comprehensive system for disseminating these data. Their abstracting service is a "State matter" and is accomplished primarily by ministerial offices and the USSR Academy of Sciences. The Academy's Institute of Scientific Information gives very thorough coverage of the world's scientific literature. In 1956, the Institute will sponsor publication of 12 series of abstract journals. It is estimated that one year's production of the series will compare in size to about 35 volumes of the Soviet Encyclopedia (slightly larger than 35 volumes of the Britannica). Not only is the abstracting service large, but it is

CHART 5

HIGHER DEGREES IN SCIENCE AWARDED ANNUALLY

quick. We know of instances in which abstracts of United States articles have appeared in Soviet abstract journals before they appeared in United States abstract journals. Perfection of this dissemination program will undoubtedly save time and expense in the Soviet's research and development effort.

To sum up--though the Soviets now have only 2/3ds the number of scientists and engineers in research and teaching that the United States has, they are graduating more in science each year and may soon have a decided numerical advantage. Because Soviet engineering training is highly specialized, the quality of Soviet engineers may be inferior to United States engineers. But Soviet scientific achievements show that the overall quality of Soviet scientists compares favorably with that of the United States. Soviet scientists can do anything we can do, but not everything we can do. How soon they'll be able to do everything will depend in part on their rapidly growing pool of scientific-technical manpower resources.

Swing, Raymond

APRIL 18, 1955

MR. RAYMOND SWING
VIA WUCABLES
HOTEL VAN HENGEL
BANDOENG

YOUR FIRST COMMENTARY ARRIVED SEVENTEEN HUNDRED

TODAY ~~MM~~ MONDAY THANKS

ED MURROW

hlh-710-43

Burke, Parker
Near this address

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PRESS COLUMBIA(COLUMBIA BROADCASTING SYSTEM)

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FOR MURROW SKEDGEL BURKE MY ADDRESS HOTEL VAN HENGEL STOP

NEHRU VETOED FIVE PRIME MINISTER INTERVIEW STOP BROADCASTING

APPARENTLY FUNCTIONING WELL START AS SCHEDULED

MONDAY STOP HOPE CABLE DELAYS WILL NOT EXCESSIVE

PLEASE INFORM ARRIVAL TIME OF FIRST COMMENTARY

MONDAY REGARDS

SWING

549AME APR 17

Phoned to Ed Jones
9:15 A.M.
Sunday.
Ev Stone

OK RECD ONE AND TKK

Swing, Raymond

CBS RADIO

Office Communication

to: Mr. Murrow

from: Mr. Seward

April 4, 1955

I have just approved a transportation request for Raymond Swing to Djakarta via Tokyo and return via London. Miss Campbell explained that this was prepared at your request.

The transportation request stated that the costs were to be charged to the 7:45 p.m. news show, and presumably Mr. Swing's other expenses during the trip would also be charged to the program.

In view of the size and the unusual nature of the transaction, I would appreciate your confirming that the costs should be charged as indicated above.

Jim

J.M.S.

Swing, Raymond

FEBRUARY 2, 1955

RUSLAN ABDULGANI
KEMTERIAN LUAR NEGERI
DJAKARTA
INDONESIA

WOULD APPRECIATE CREDENTIALS AND ACCOMODATIONS AT BANDOENG CONFERENCE FOR MY REPRESENTATIVE RAYMOND SWING WHO WILL COVER FOR MY RADIO PROGRAM COLUMBIA BROADCASTING SYSTEM.

EDWARD R. MURROW

444-710-43

Cable

Ruslam Abdulgani

Kemterian Luar Negeri

Djakarta (Indonesia)

Would appreciate credentials and accomodations at Bandoeng conference for my representative Raymond Swing who will cover for my radio program Columbia Broadcasting System.

Edward R Murrow

Swing, Raymond

January 18, 1955

Dear Sir:

This is to apply for credentials as correspondent at the Afro-Asian conference and to ask your aid in getting living accomodations while there.

I come as representative of Edward R. Murrow, the news analyst of Columbia Broadcasting System, and shall report to him by cable from the conference, for use on his daily radio news program.

Thanking you for your assistance, I am,

Yours faithfully,

RAYMOND SWING

His Excellency Ruslan Abdulgani
Secretary General of the Secretariat,
Afro-Asian Conference,
Indonesian Foreign Office
Djakarta, Indonesia

fc

January 18, 1955

Dear Sirs:

This is to support the application for a passport by Raymond Swing. Mr. Swing is a member of my staff and will attend the Afro-Asian conference in Indonesia April 18, reporting by cable from it for my use on my radio news program over CBS.

Sincerely,

Passport Department
State Department
Washington, D.C.

fc

Swing
Crog. Bus.

June 5, 1953

Dear Raymond:

I am just back from the Coronation and write immediately to confirm the arrangements we discussed a couple of weeks ago.

My suggestion is that starting September 15 you associate yourself with my various radio and television activities. This is a purely personal arrangement between Swing and Murrow, but I would hope that you would agree to my making it known that we are going to labor in the same vinyard with you in the capacity of "an editorial advisor".

Now to be a little more specific. I would hope that you would be available on the end of a telephone for occasional counsel and conferences--that you would be able, on Tuesdays and Fridays, to give me a rough script of about 5½ or 6 minutes for my 7:45 radio show, thus freeing most of my time on those days for the television programs. Beyond this, I should just like to pick your brains and buy you an occasional lunch. If you want an office here near to mine, that can be arranged, although I don't assume you would be occupying it very much. I I would suggest a flat fee of $250 a week for this. Any special chores we might take on together that produced income, we would work out together as they come along. What I am proposing is a sort of ad hoc arrangement which you could terminate at any time; if you are out of town or lecturing, the arrangement will of course continue. In other words, you need not feel that this necessarily ties you to New York on Tuesdays and Fridays.

I really think we may undertake a few extra-curricular activities that will produce some revenue. I would be quite glad to agree that this arrangement continue from September 15 to June 15.

Although, if you prefer, we can agree that either one of us can terminate it on a couple of weeks notice. Whatever you say. If you don't like the title Editorial Consultant, dream up a better one. I suppose what I am really proposing here is a minimum base of operation which we both think we can expand.

I am off for London again on June 16, but maybe we can meet before then. Let me know what you think.

As ever yours,

Mr. Raymond Swing
56 West 65th Street
New York, New York

Swing, Raymond

RAYMOND SWING
56 WEST 65TH STREET
NEW YORK 23, N. Y.
—
ENDICOTT 2-0329

March 16, 1953

Dear Ed,

Here are the ideas I outlined for the exploitation of radio by the Fund:

Radio is to be viewed as consisting of two fields, the networks and the hundreds of independent and unaffiliated stations. Programs should be supplied to both fields, with the independents being the most receptive and probably the more influential outlet.

I suggest three types of material for the independents. One would be a series of thirteen quarter-hour sermons by nationally-known preachers, for a fixed Sunday release hour. The sermons would be on civil liberties themes. By consultation they can be kept diverse enough to cover all aspects of the subject. They should be by Protestant, Catholic and Jewish speakers. Many independent stations would donate time for the opportunity to have first-class Sunday speakers. But it may be advisable for the Fund to establish good will by buying the time. The cost would not be prohibitive.

Another type of program for independents is a round table discussion by carefully chosen nationally-known speakers who agree to prepare and rehearse a lively debate presenting

genuine differences over the finer points of civil liberties, but agreeing on the fundamentals. This--and all talks on this theme--should avoid being or appearing to be propaganda. As the announcement of the Fund states, there is genuine danger from communism, and the task of the Fund is not to defend the civil liberties blindly against enroachment but to examine earnestly the question whether any need exists for abridgement of the liberties, if so, how much and in what particular. Full attention must be given the nature and danger of any proposed limitation. The discussion should make this approach. The round table program should be for an hour and it should be reserved for non-network stations. The speakers, at any rate, should be paid (so as to make it possible to exact good craftsmanship from them) and possibly the time should be bought. Even if time were bought, this would not be an excessively costly program.

Further use of independent stations should be in the preparation of fillers from five to thirty seconds to be used at program breaks and in the middle of programs where normally commercials are employed. These should be nationally-known speakers. (Example: "This is blank blank, president of blank university, to ask if you realize that the Bill of Rights was not added to the Constitution as an after-thought... etc, etc") These should be carefully drafted and well presented, and speakers should be paid for them, so that good

radio delivery can be assured.

For the networks, I suggest one idea to start with. It is to invite one of the major networks to announce a prize contest for the best original drama, historical or otherwise, on the Bill of Rights, to be of one hour duration, with first and second prizes of $10,000 and $5,000. The network would undertake to produce the prize-winning plays at good listening time. The Fund would have publication and reproduction rights, also the rights to manuscripts that do not win prizes, and the plays can be put on tape for use on non-network stations.

Radio is the greatest medium of mass communication in the world today. It does not have the audience of TV, but it communicates ideas better. The appeal is somewhat more ephemeral than that of the printed word, but the public reached is very much greater, and a skillful, competent drafting of material can make the communication effective. The success of the Fund's use of radio will depend on the avoidance of any tendency to promote a cause rather than give information about the basic tenet of American life, in a sincere desire to stimulate clear thinking about it at this time of growing inner tensions.

May I remind you at this time that in 1940 an organization was set up (to which Henry Luce contributed $30,000 toward the first year's expenses) called the Council

for Democracy which was to defend democracy against any unwarranted encroachments because of the rising militarization of the country. I served as first chairman of the board, and Mr. Luce loaned the services for one year as executive secretary of Mr. C.D.Jackson. This is the same Jackson who is now President Eisenhower's personal adviser on problems of the cold war. Marshal Shulman, till recently Secretary Acheson's advisor and speech-writer, was his assistant and succeeded him in the second year. So this is not unfamiliar ground for me.

Cordially yours,

Raymond

~~Raymond Swing~~

EDWARD R. MURROW

New file

March 17, 1953

Personal

Dear Joseph:

At the end of the week I spent in the hospital in January the medics more or less gave me my choice of taking a month off now or of taking three months off in the summer. Their advise was in favor of the longer stretch in the summer. My own preference, for what it's worth, is to take from about the middle of June to about the middle of September. Do you suggest that I telephone "K" about this, or go and see him, or what?

There's no urgency about a decision on this matter, and I would like to say, lest you think that this particular horse is suffering from some foul malady, that the diagnosis indicates there ain't a damn thing of any importance wrong with me. The medics merely insist that I have three months without deadlines, but they have no objection to my doing an occasional piece which I would certainly hope to do from Europe and probably from Korea in the course of the three months. Perhaps we can talk about this when you come to town again.

As ever yours,

/s/ Ed

Mr. Joseph Katz
10 West Chase Street
Baltimore, Maryland

cc: Mr. Seward

RAYMOND SWING
56 WEST 65TH STREET
NEW YORK 23, N. Y.
—
ENDICOTT 2-0329

June 9, 1953.

Dear Ed,

This is to acknowledge your letter of June 5, and to go on record rejoicing, and say that I agree to the proposal and its terms, subject to the one condition on my side, that I do not get a radio or TV program of my own. Whether or not the arrengement is to be binding from Sept.15 to June 15 of next year is not really a matter to be decided now. If it should fail to be all that either of us expects it naturally would terminate by mutual consent. It simply is good to know that, other things being equal, the arrangement has this "life expectancy". I think it would be desirable that I have an office near you, and it would do me good to be physically in the family.

Most gratefully,

Raymond

Edward R. Murrow,
485 Madison Avenue,
New York City.

Swing, Raymond

The Mayflower
Washington, D. C.

December 2

Dear Ed

Just a note to say Ward Wheelock has booked me for a TIB conference with Franklin Publications for next Wednesday (Dec 8) and I shall be out of Washington on that day, unless you find (ahead of time) that you need me on that day.

As ever

Raymond

Swing, Raymond

RAYMOND SWING
56 WEST 68TH STREET
NEW YORK 23, N. Y.
ENDICOTT 2-0329

May 9, 1952.

Dear Ed,

You have been so preoccupied accepting and earning honors these days as to be unreachable by phone. Actually I called--in part--to offer my delight to whatever satisfaction you feel over the recognition you are being given. I was going to speak only about the Peabody; but in the course of my unanswered phone calls you gather in another, and here is my delight for that one too. More power to you. You work too hard, but your work tells.

I also was to tell you I am a member of the Century again. Thanks to you for that.

As ever,

Raymond

1.50 pm

Murrow from Swing

Swing

Admiral Rickover telephoned hoping to reach you, and told me to tell you he called to express his thanks for getting him on the program last week. He had received a lot of mail which praised his contribution at the dedication. "I was the only person who mentioned families as having done something" he said."The trouble with America is that when something gets accomplished the businessmen stand up and shake hands with each other as though they had done it all." He said a lot of the families were present when he paid them the tribute. He said that he hoped you didn't put him on the program just to please him, for if you did you would end up by getting into trouble. I said he was used because you believe in him, as I do. And he said he was glad to know "they" had made an impression on me during my week. He sounded all in all most courteous and cordial.

Swing

NOTES ON CIVIL LIBERTIES

The civil liberties are normally casualties during a war or the threat of war. I presume that is natural, but it also should be natural that they should reover after the danger is over. The Aliena nd Sedition Act of 1797, which was passed when war with France threatened, was repealed with onl ten cinvictions for sedition. The bigotry of the Mitchell Palmer period after World War One mellowed fairly soon. But after World War Two the civil liberties had an unprecedented experience. No doubt the war with Germany, Italy nd Japan was safely won. But the civil liberties were unexpectedly endangered by the emergence of the cold war with the Communist empire, and the threat of communist infiltration in our own country.

Opinions differ about the scope and imminence of the threat from ithin, but it was enough present to produce vigorous measures of defense. By now the magnitude of the danger of communist overthrow from within has become small indeed, due in part, perhaps, to these measures. But the civi liberties have not regained their strength. And one may ask if there is any likelihood that they will become truly strong again so long as the cold war lasts.

It is true that the wave of repression subsided in a marked degree after the Senate's formal rebuff of Senator McCarthy. Certainly government employes are breathing easier. But no one can say that thought is free again. No clear line has been drawn in American thinking between thought and action, thought being free under all circumstances,

action being free so long as it remains within the law.

We have suffered several setbacks. It now has become an accepted principle in American jurisprudence, so seems to have, that a witness who admits he was once a communist but refuses to name his friends who were or might still be communists, can be punished for contempt of Congress. Unless the Supreme Court rules against this concept in its awaited decision in the Watkins case, the impairment of civl liberties wil continue and presumably will be permanent.

We also have reached the stage where invocation of the Fifth Aemendment is almost automatically interpreted as a confession of guilt, and a civil right intend as a safeguard of freedom has turned into a kind of jeopardy which a witness might be safer toavoid. That is hardly what the Bill of Rights was meant to become.

I have no quarrel with the right of congressional inquiry. It cannot be de ied, since it is justified by the possible need for remedial legislation. But there still seems to be no way for congressional inquiry to be saved altogether from becoming a kind of public trial, without regard to the rules of evidence, the protection of the innocent, with the accused being found guilty without a jury or without the right of appeal, or even, as in the case of the tragic Canadian diplomat, without an appearance and possible defense. The purpose of remedial legisation, which justifies the congressional inquiry, somehow is kept in the background, and the inquiry can have all the impact of a sensational criminal trial, both in the committee room and in the news.

I do not overlook the gains that happily have been made in the civil liberties. The Supreme Court's segregation rulings have been a landmark, though it may be too early to say that this civil liberty is already safe for all time. The rights of labor also hav gained in our day. But the right to free opinions has declined and there is no sign that the decline is stopped or that the curve is turning upward. Economic and social security in this country has been strengthened. But these are not the distinguishing hallmarks of the Western world. The totalitarians also aspire t economic and social security, I think quite sincerely. I think they aspire to racial equality in these fields.

What does distinguish the free world from the totalitarians is our faith in the freedom of thought and our protection of it. If the individual is not independent in his opinions, and does not have the protedion of the law and the courts in that independence, he is not free as Western civilization uses the word, and our civilization is on the way out.

I know there are some who are quite content to limit the freedom of others to think for themselves, so long as they have the freedom to transact business. But I seriously doubt that private enterprise can long survive if the freedom of the individual to think for himself is challeged or curtailed, and I think it is high time that the philosophers of private enterprise demonstrate theirsensitiveness to that truth.

In the look ahead, I can see no early end to the cold

war, hene I can see no early relief from the internal pressures against conformity in opinions. While I am heartened by the economic and social gains that have been made in this country in the field of civil liberties, I repeat that they are not enough to save us from becoming less, rather than more, free. If we become less free in our thinking--that is in our right to disagree with each other--we becomemore like the totalitarians and less capable of withstanding them.

To my mind, this is the big issue before the human race today. It may be by now a cliche to say that the right of the individual to the state an the right of the state to the individual are not reconcilable. There is no middle ground between them. And because I fear that we in this country are in greater danger of accepting thought-conformity than the Communists are of gaining individual freedom in their thinking, I cannot be an optimist about the future.

CHANGING VALUES IN COLLEGE

by Philip E.Jacob, U of Pa.

This still unpublished book probably will create a deep stir in the American colleges. Here is a partial summary of what it says. This might be the basis of a program for SEE IT NOW.

Raymond Swing

At the conference on Americans Working Abroad, and the problems of training them, held at Syracuse University March 6-8, the chief paper on educating these Americans was by Prof. Rowland Egger, head of the Woodrow Wilson Graduate School at the University of Virginia. "I came across a brand-new book on 'Changing Values in College' the other day, he said, written by Prof.Philip E.Jacob of the University of Pennsylvania, reporting on an exploratory survey undertaken by the Hazen Foundation. The report does not shock me, but it does confirm an intuitive judgment which I would have preferred not to have had so drastically confirmed right now." He quotes from the book:

> American students are dutifully responsive toward government. They expect to to obey its laws, pay its taxes, serve in its armed forces--without complaint but without enthusiasm.They will discharge the obligations demanded of them through they will not voluntarily contribute to the public welfare.Nor do they particularly desire an influential voice in public policy. Except for the ritual in voting, they are content to abdicate the citizen's role in the political process and to leave to others the effective power of governmental decision. They are politically irresponsible, and often politically illiterate as well.

"The statistics of Prof.Jacob's book are no more comforting", continued Prof. Egger. "Of approximately 4,500 male undergraduates interrogated in ten American colleges, 12 percent selected as their first, second or third choice participation in activities directed toward national or international betterment as likely to be productive of the most satisfaction in their lives.And in one by no means atypical institution, supplying almost one-fifth of the data, the percent of first choices, which is likely to be the operative percent, was 1. This contrasts with 69 percent of Mexican students answering the same question, 60 percent of Japanese students, 33 percent of Egyptian students, 25 percent of New Zealand students, 23 percent

of French students and 20 percent of Italian students."

The Jabobs book has not been officially published, but has been distributed among selected college authorities for comment. A copy of it shows that its tentative conclusions are based on a number of surveys, the most impressive being the 31-page quetionnaire administered in 1952 to 4585 students by the Cornell University Social Science Research Center. The questionnaire had been given to Cornell men and women undergraduates in 1950. Analysis of its answers has only been partially completed or published. Other surveys have been made at Harvard, Ratcliffe, Miami, Haverford and other schools. Incidentally, the book does not explain how the Mexican, Egyptian, New Zealand and other foreign students in the comparative statistics quoted above were obtained, but the largest groups of foreign students asked (Mexico) were 186 and (Japan) 187.

The purpose of the study was to discover what happens to the values held by American college students as a result of the general education they secure in social science. It finds the values of the American college student "remarkably homogeneous, considering the variety of their social, economic, ethnic, racial and religious backgrounds, and the relatively unrestricted opportunities they have had for freedom of throught and personal development."

"A dominant characteristic of students in the current generation" writes Prof. Jacob," is that they are gloriously contented both in regard to their present day-to-day activities and their outlook for the future. Few of them are worried--about their health, their prospective careers, their family relations, the state of national or international society or the likelihood of their enjoying secure and happy lives. They are supremely confident

that their destinies lie within their own control rather than in the grip of external circumstances.

"The great majority of students appear unabashedly self-centered. They aspire for material gratifications for themselves and their families. They intend to look out for themselves first, and expect others to do so.

"But this is not the individualistic self-centeredness of the pioneer. American students fully accept the conventions of the contemporary business society as the context within which they will realize their personal desires. They cheerfully expect to conform to the economic status quo and to receive ample rewards for dutiful and productive effort. . .

"Social harmony with an easy tolerance of diversity pervades the student environment. Conformists themselves, the American students see little need to insist that each and every person be and behave just like themselves. They are for the most part (with some allowance for sectional difference) ready to live in a mobile society, without racial, ethnic or income barriers. But they do not intend to crusade for non-discrimination, merely to accept it as it comes, a necessary convention in a homogenized culture.

"The traditional moral virtues are valued by almost all students. They respect sincerity, honesty, loyalty, as proper standards for decent people. But they are not inclined to censor those who choose to depart from these canons. Indeed they consider laxity a prevalent phenomemon. . Nor do they feel personally bound to unbending consistency in observing the code, especially when a lapse is socially sanctioned. For instance, standards are genrally low in regard to academic honesty, systematic cheating being a common practice rather than the exception at many major institutions.

"Students normally express a need for religion as part of their

lives and make time on most weekends for an hour in church. But their religion does not carry over to guide and govern important decisions in the secular world. Students expect these to be socially determined. God has little to do with the behavior of men in society . . His place is in the church and perhaps the home, not in business or club or community. He is worshipped, dutifully and with propriety, but the campus is not permeated by a live sense of His presence.

"Students predict another major war within a dozen years, yet, international problems are the least of the concerns to which they expect to give much personal attention during their immediate future. The optimism with which they view their prospect for a good long life belies the seriousness fo their gloomy prophecy. They readily propose some form of supra-national government as a means of preventing war, but a very large number display only a limited knowledge of, and confidence in, the United Nations . . . .

"Students by and large set great stock by college in general, and their own college in paricular. But only a minority seem to value their college education primarily in terms of its intellectual contribution, or its nurturing of personal character and the capacity for responsible human relationships. Vocational preparation, and skill and experience in social 'adjustment' head the rewards which students crave from their higher education.

"These values are not the unanimous choice of American college students. The available data indicate that the profile just given may apply to 75 or 80 percent of them . On some issues students have no common mind. . . But for the most part, a campus 'norm' of values prevails in the 1950's, coast to coast, at state university or denominational college, for the Ivy Leaguer or the college commutér.

"AGAINST THE BACKGROUND OF EARLIER GENERATIONS, THESE VALUES OF TODAY'S STUDENTS LOOK DIFFERENT. THE UNDERGIRDING OF THE PURITAN HERITAGE ON WHICH THE MAJOR VALUE ASSUMPTIONS OF AMERICAN SOCIETY HAVE RESTED IS INCONSPICUOUS, IF IT IS PRESENT AT ALL. PERHAPS THESE STUDENTS ARE THE FORERUNNERS OF A MAJOR CULTURAL AND ETHICAL REVOLUTION, THE UNCONSCIOUS USHERS OF AN ESSENTIALLY SECULAR (THOUGH NOMINALLY RELIGIOUS) SELF-ORIENTED (THOUGH GROUP-CONFORMING) SOCIETY."

Some other conclusions are worth stressing. It is suggested that values simply are not made by college education. ~~Fewer seniors deviate in their beliefs from going standards than do freshmen~~. A student is not "liberalized" he is "socialized". He is refined, polished, his values are "shaped up" "so that he can fit comfortably into the ranks of American college alumni."

"The college man or woman tends to be more self-important--more conservative--more tolerant--and less fearful of evil forces . . than those who have not been 'higher educated'."

" . . The values and outlook of students do not vary greatly whether they have pursued a conventional liberal arts program, an integrated general education curriculum or one of the strictly professional-vocational options." Prof. Jacobs says the conclusion is not justified that a student acquires a greater maturity of judgment for the humane values because he had a larger dose of liberal or general education."

"Equally disturbing" writes Prof. Jacobs, "is evidence that the quality of teaching has relatively little effect upon the value-outcomes of general education, in the social sciences or other fields, so far as the great mass of students is concerned. BY AND LARGE THE IMPACT OF THE GOOD TEACHER IS INDISTINGUISHABLE FROM THAT OF THE POOR ONE, AT LEAST IN TERMS OF HIS INFLUENCE UPON THE VALUES HELD AND CHERISHED BY HIS STUDENTS."

The tables and statements in the Jacobs book abound with striking material. I have somewhat understressed Prof Jacob's own care not to speak sweepingly. He allows for exceptions, in individuals and in some few colleges which do seem to affect the students. But on the whole the impression of this survey is appalling in some ways, because it suggests that any confidence the country may have that its schools are inculcating the basic values of our civilization is misplaced, indeed it may be a complete misunderstanding to expect education to mould the values of the younger generation. Prof. Jacobs says some ~~things~~ encouraging things about the nature of American students; they are tolerant, they tend not to be bigoted, ~~but~~ and so on. But they have little responsibility for the world they live in, nor the nation ~~they live in~~ to which they belong. As Americans they are dutiful. They are not creative, and with alarmingly few exceptions are they unselfish.

Here is too much, rather than too little, material for a good TV program. The book--and hence the program--are not to be thought of in terms of accusation and defense, but of analysis. Here is a profile of the American student. He differs basically from the student of two to three generations back. He is less interested, less enterprising, less individual and ~~is~~ maybe making a less promising society. That is the impression made on me of the material.

I suggest that Prof. Jacobs be visited for a full discussion of the possibility of a fair presentation of his analysis.

Swing 5:15 Apr 9 Swing

KOZLOV

¶ About the two best initials in the news used to be B & K. In the height of the deStalinization drive B & K went traveling. They always went together. At first B was better known. But as the traveling continued it became clear that K was the man who mattered, and that B was pretty much a figurehead. Today B is not even a figurehead. He no longer is premier of the Soviet Union, and has been relegated to a banking position he held many years ago. Now K is premier, as well as secretary of the Communist Party.

¶ But K continues to travel and has just finished a visit to Hungary. He continues to take along an official companion, and on his trip to Budapest he unveiled a new Soviet leader to the world, who also has the initial K. Maybe the two will continue to travel together, and come to be known as K & K.

¶ The new Mr.K is Kozlov, Frol Romanovich Kozlov. He is an example of how leaders come to the top in Russia today. Two facts about Mr.Kozlov make him noteworthy, in addition to his choice by Khrushchev as a traveling companion. He is the youngest man in the Praesidium. He is 49. He is not the youngest member, as that distinction belongs

to a woman, Ekaterina Furtseva, who is 48. The second fact is that he has come to the top with something like the spectacular thrust of a sputnik. Five years ago he was so unknown in his own country that he was not even listed in the Great Soviet Encyclopedia. In John Gunther's "Inside Russia Today", just out, and as uptodate a report on Russia as exists, a sketch of him is to be found only in the appendix.

¶ Kozlov is too young to have been a veteran of the rough and tumble of the revolution. He did not ripen his views sitting in prisons. He might be called an authentic representative of Young Russia.

¶ It goes without saying that Kozlov is a Khrushchev man. But there is a little more to it than that. He is a party man and has risen through his talents within the party, much as Khrushchev did. He is like Khrushchev, too, in that he went to work first and got his education later. He was in a textile plant at 15, where he joined the Young Communist League. By 18 he had done so well as a junior Communist that he was accepted for full party membership. The party then saw to it that he was sent to a factory school for uneducated workers, and then

to an engineering college. He got his diploma in 1936--the year of the bloody Stalin purge, and his first job as engineer was to be foreman of a steel mill in the Urals. After four years he had become head of the local Communist cell. In another four years he was invited to Moscow to help revamp the local party organization. Three years later he was second in command of the important party organization in Khuibyshev, and in another three years was head of the party in Leningrad. By 1953 he headed the party for the entire province of Leningrad, and in December 1956 was made a deputy member of the Praesidium. Last year he became a full member.

Whether Kozlov ranks among the first three men in the Khrushchev hierarchy, along with Suslov, remains to be seen. There are reports that Khrushchev will soon give up the party post to Suslov. But there also are reports that after the summit meeting, where Khrushchev needs to be premier to meet President Eisenhower on equal terms, he will lay down the premiership. Only Stalin, Malenkov and Khrushchev have held down both positions at the same time. When Malenkov gave up the post as party secretary, it proved to be the beginning of the end for him. It is hard to believe that Khrushchev would willingly give up the party job just to have a government position.

But if he will soon want a new premier, Kazlov may be his man.

Kozlov is like Khrushchev in another respect, he is personable and a good talker. An American diplomat is quoted as saying: "When he speaks he has a lucidity and forcefulness that command attention. He is one of the few Soviet leaders one might be willing to listen to voluntarily."

His rise is a reminder that in the Soviet Union the positions of greatest power go to able party Communists, and not first of all to those with ability in government. It is not a world an American can easily understand, for there is no training in this country comparable to it. But Khrushchev needs him precisely because he knows the party and has been created by it.

March 17, 1950

Dear Mr. Swing:

Mr. Murrow sort of passed through New York on his way from London to Washington, D. C., and was buried with work. He didn't get a chance to write to you, and asked me to acknowledge your letter of February 9th. He regrets that he's been too rushed to write, and would like you to please let him know when you're returning from "your island paradise".

I hereby transmit his message to you.

Sincerely yours,

Joan Platoff
Secretary

Mr. Raymond Swing
Mandeville
Jamaica, B. W. I.

Mandeville, Jamaica, B.W.I.

Feb. 9, 1950.

$10

Dear Ed,

Although I am sequestered in this far-off island world, where little word penetrates from putside of planetary doings, I still cannot pretend not to know that Tito still lives and rules in Jugoslavia. Hence I am tardy in not having sent you this check some five weeks ago. The truth is I exercised my human prerogative of forgetting that which was unprofitable to remember. However, I could not keep it covered up too long, and listening to you night before last on the Voice of America commentators' roundup recalled to me the pleasant hours we spent watching the Yankees trim the Dodgers, and also the profitable recollection of your paying your bet. This brought about the disclosure of my own delinquency. I now belatedly make payment and amends, and I trust have your pardon. It would be good to see you and Janet. Even better than it is to conemplate you both, as I do with gratitude and pleasure. Give her and Casey my love and Mary's, and believe me,

As ever yours,

Raymond.

Oct. 19th.

Guaranty Trust Co. Swing - Raymond
Paris. Aug. 7.

Dear Ed -

Your cable was a characteristic act of thoughtfulness and generosity. I shall be happy to spend at least my first night in America under your roof. and perhaps, if it seems at the time supportable to you and fits into Shie unshaped plans. a night or two more. It will be good to talk with you. but even better to feel the association of old and true friends. Naturally I don't know what hour the "Queen" usually docks. So just expect me to turn up whenever I can. and warn your staff of the incoming travelers. Ill then phone you -

Mary is flying tomorrow. going to Frances Hartshorne, Route 2, Madison Conn. on arrival. I now buckle down to some work in Strassbourg. Germany. Scandinavia England. We have had a glorious tour - ending in a sunny Paris, with rellucid air. and all the old time dignity and charm. where we have seen today the cheering exhibit of modern tapestries and the centennial exhibition of Gauguin. I know next to nothing about this European world in the journalistic sense - but of course the fact is that it now shudders from end to end in fear of the U.S. (euphoniously named) buyers' market. We ordered Europe to recover and it obeyed. Now we order it to produce as cheaply as we do. which it can only do, given our machinery and capital, not to mention our markets - So clouds gather. But it was good to be here during sunshine & serenity. We hope Janet has had a spell of country quiet & that Cassy flourishes - also that you are not worn out and keep on pitching - Many loves in sending love

Raymond Swing

AUGUST 3, 1949

RAYMOND SWING
GUARANTY TRUST CO.
4 PLACE DE LA CONCORDE
PARIS, FRANCE

LOOKING FORWARD TO SEEING YOU SEPTEMBER 14. GUESTROOM IS AVAILABLE, NOW.

ED MURROW

PERSONAL

Guaranty Trust Co.
4 Place de la Concorde,
Paris.
July 9, 1951

Dear Ed,

Just before we left your home for Europe you handed me two brown Italian notes of 10,000 lires each, which I accepted without the slightest notion of what you were giving me. You had, you said, already accounted for them in your expense account, so it didn't matter. This is to tell you that these two notes more than paid for three days' sojourn in Allassio, which were among the pleasantest of our most pleasant holiday. I now write you as the host of that hospitality to thank you, for it was a handsome party in a place of beauty and in a hotel of comfort. I can mention, however, that on entering Italy I declared the possession of these lire notes and nearly had them confiscated. For one is not permitted to bring in, or take out, notes larger than 1,000 lire. But the nice officer, seeing that I was palpably non-conspiratorial, and believing that I received the notes from you as I described, remarked that you had had no business taking them out of the country and let me pass!

Europe is unbelieveably better off this year than last, in the parts we have seen so far. France is about normal, save for that evil dollar deficit in the hidden background. But we have done little to master economics, having devoted ourselves to self-induglence of the most glorious kind. Two people never had a better time, a more restful and esthetically a more rewarding one. A spot of hard work lies ahead, when I go to Germany. Mary will be flying back Aug. 8 while I spend the next month trying to find any evolution toward unification of Europe, going first to Strassbourg for the first Council of Europe meeting, then

to Germany and finally to the world government conference in Stockholm.

I shall be sailing back in the Queen Elizabeth Sept.14.

We often speak of you, Janet and Casey and send you all our affection, as we are to have your friendship.

As ever,

Raymond

Taylor, Dave

WARDMAN PARK HOTEL

Washington 8, D.C.

TICUT AVENUE & WOODLEY ROAD

21 November 1950

Dear Ed—

Your piece on Germany last night was superb — so well informed and so well put. I don't hear many broadcasts just now, but this was wise and bold.

I finish my consultancy at the State Department December 1, go to see my Mississippi father, and start a new work January 1. I shall call you in December and hope we can have lunch.

Sincerely,

Dave Taylor

Taylor, David

DAVIDSON TAYLOR

345 East 57
New York 22 New York
16 September 1950

Dear Ed,

Thank you for the handsome silver box bearing your name which Church handed me after our return from Italy. I shall prize it. Since returning I have been on the train and in Washington a lot, but I got to hear your editorial about the importance of education in our country and our times, and it was superb. Warm regards to you, Janey and Casey.

Sincerely,

Dave

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N. Y.
WICKERSHAM 2-2000

7

December 16, 1949

Dear Jerry:

Attached is copy of a piece which Ed Murrow wrote last April in the prospect that Jack Gould might want to use it in a special section of the New York Times. That use did not materialize, and so the piece was circulated here for comment.

The piece as it stands is not for use, but certainly would make a good basis for an interview about television news with Ed. We would not want you to quote from this one directly, because between April and December ideas are bound to change to some extent.

Sincerely,

Davidson Taylor

Mr. Jerry Franken
The Billboard
156h Broadway
New York, N. Y.

cc: Messrs. Murrow,
Crandall

Davidson Taylor

SD

✓ cc: Mr. Murrow

December 9, 1949

Mr. Adrian Samish
Dancer-Fitzgerald-Sample, Inc.
247 Park Avenue
New York 17, N. Y.

Dear Adrian:

January 1, 1950 is the middle day of the century. On that day, we want to bring in our principal foreign correspondents by air to New York for a special one-time broadcast which is contemplated as being done both for radio and for television in which they will confer before the cameras and the microphone under Ed Murrow, if possible, as chairman about what the year has brought in the way of political, economic and social changes, and where the United States of America stands at mid century.

It is our plan to bring Howard K. Smith from London, David Schoenbrun from Paris, Bill Costello from Los Angeles (his beat is Tokyo), Winston Burdett from Rome, Bill Downs from Berlin, and a man like Eric Sevareid or Charles Collingwood from Washington. The program would be 45 minutes in length according to our present plan, and we want to offer it for sponsorship.

Naturally, we would be happy if Campbell Soup would sponsor the program. That, however, may not be feasible, and we would appreciate their permission and yours to offer this broadcast to other sponsors in such case with Mr. Murrow as the chairman.

We feel that his national stature is such as to make him the ideal moderator for such a discussion. We feel that it would be to his advantage in that it would remind his listeners and viewers again of his wide foreign background and his personal association with the correspondents who contribute to his regular sponsored broadcast from time to time and from all over the world.

Since this is something which has to be done in a hurry, I will greatly appreciate anything you can do to accelerate action on it.

Sincerely,

Davidson Taylor

Columbia Broadcasting System, Inc. Taylor Davidson F. 559-5/49

Messrs. Murrow, Bryson

Davidson Taylor

OFFICE COMMUNICATION

November 4, 1949

Mr. Paley does not want to do an editorial on color TV although he does endorse our doing explanatory broadcasts about it.

He feels there is nothing we want to plug for which would not appear to be an attempt to try our case over our own facilities while the FCC is sitting in effect as a court on this problem.

DT

Columbia Broadcasting System, Inc.

F. 565-7/49

OFFICE COMMUNICATION

Mr. Taylor SP

m Edward R. Murrow

ion

November 1, 1949

This would seem to me to be a major project requiring more time on the part of more CBS departments than we can afford.

Maybe one day when CBS is older and fatter, we might want to undertake such a project ourselves.

E.R.M.

Columbia Broadcasting System, Inc.

OFFICE COMMUNICATION

Mrs Taylor SP

m Edward R. Murrow

tion

October 19, 1949

Re the recordings for Lord Beveridge;

I would suggest my broadcasts of November 3, 1948 and October 14, 1949.

E.R.M.

Tape not available - substitute 10/20/49 broadcast.

Columbia Broadcasting System, Inc.

F. 559-5/49

Mr. Murrow

Davidson Taylor

OFFICE COMMUNICATION

October 17, 1949

Lord Beveridge has asked that we supply the Committee to inquire into the future of broadcasting services in Great Britain, of which he is Chairman, with certain specimen recordings.

He would like to have two of your broadcasts with the commercials in, and I wonder whether you would recommend to us the dates of the broadcasts you would like to have used in this connection.

Nov. 3, 1948

Oct. 14, 1949

Columbia Broadcasting System, Inc.

OFFICE COMMUNICATION

Taylor SP

Mr. Murrow

on

October 18, 1949

I definitely will review Howard Smith's book on or about November 7th, and if the opportunity affords, will be glad to have him do a recording job from London.

E. R. M.

2

Columbia Broadcasting System, Inc.

F. 553-5/49

Messrs. Chester, Murrow, Bryson, Warner, Salberg

Davidson Taylor

OFFICE COMMUNICATION

October 14, 1949

In connection with promoting Howard K. Smith's new book, "The State of Europe," I think we should do everything legitimate to call the public's attention to the publication and the date, which is November 7.

This is a wrap-up on the things we have discussed so far:

Mr. Chester: Insert on Howard's Sunday broadcasts commencing this Sunday reference to him as author of the forthcoming book, "The State of Europe" to be published on November 7.

Insert such an announcement when feasible and appropriate in switching to Howard on the 8 AM News.

Mr. Murrow: Will you find it possible to review the book or use Howard K. around the publication date or otherwise make appropriate reference to the event on your show?

Mr. Bryson: Can you arrange to have a similar identification of Smith used on his appearance in the 6:15 strip next week?

Can you explore the feasibility of doing a broadcast on First Person in which Quincy Howe would interview someone appropriate on the subject of the book — such as a friendly foreign correspondent who finds the book stimulating?

Will you investigate with Leon Levine the possibility of an Overseas Press Club broadcast on "The State of Europe" in which the book is discussed pro and con. Larry Lesueur might be helpful on this in lining up the cooperation of the Overseas Press Club, and I suggest that Mr. Levine confer with him.

Mr. Warner: You are attending, as I understand it, to releases about the publication, the use of Howard's picture in the mat service and placing approximately 100 copies with radio editors urging that they call the attention of their readers to the book.

Mr. Salberg: As I understand it, you are distributing approximately 150 copies together with appropriate tie-in suggestions for book stores to the promotion managers of stations which are in good book markets.

There are two suggestions left over. One, I will appreciate Mr. Chester's exploring with Mr. Smith and that is the idea of having a London reviewer do a special 15-minute broadcast with Howard on the subject of the book. The other, which I will look into, is the possibility of a review by Bill Leonard on his "This Is New York" show.

DT

Columbia Broadcasting System, Inc.

F 553C

Taylor cc: Messrs. Chester, Church, Bandick

rd R. Murrow

OFFICE COMMUNICATION

August 19, 1949

I have discussed with Bland and Aaron your suggestion that someone else do the actual air work on a new audition of "Sunday with Murrow".

As I told you on the phone, I am prepared to relinquish all rights, whatever they might be, in connection with this show since the idea, the conception and the production--the whole thing was done by Bland and Aaron.

I feel that if this new audition is to be undertaken their rights (as package producers) should be protected.

They are confident they can find someone either in or out of the shop who can carry the lead role. They feel, and so do I, that their position in connection with this show should be regularized.

E.R.M.

D. Taylor

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N. Y.
PLAZA 5-2000

August 16, 1949

Dear Art:

I understand that we are now all cleared away on the broadcasts which Ed Murrow will do in place of Lowell Thomas on Monday, August 22 and Tuesday, August 23,

I have sent the attached letter to the Compton Agency, and I hope it meets with your approval.

Sincerely,

Davidson Taylor

Mr. Arthur Bailey
Ward Wheelock Co.
Lincoln-Liberty Bldg.
Philadelphia 7, Pa.

cc: Messrs. Murrow, Fagan

Taylor

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N. Y.
PLAZA 5-2000

cc: Mr. Murrow

August 16, 1949

Mr. Louis Titterton
Compton Advertising, Inc.
630 Fifth Avenue
New York, N. Y.

Dear Lou:

We have clearance from the Ward Wheelock Agency on the use of Edward R. Murrow as substitute for Lowell Thomas on the broadcasts of Monday, August 22 and Tuesday, August 23.

Mr. Alexander of the agency has requested the following texts to be used.

Monday Opening:

"Tonight and tomorrow night we have the pleasure of hearing Mr. Edward R. Murrow, distinguished radio news analyst, as guest commentator for Lowell Thomas who is on vacation. Mr. Murrow resumes his own nightly newscast over most of these stations next Monday, August 29.

"Now, Mr. Murrow-"

Tuesday Opening:

Same as Monday with tomorrow night deleted.

Monday Closing:

"Listen again tomorrow night for Edward R. Murrow reporting the news for Lowell Thomas, who is on vacation. Mr. Murrow can be heard on his own program, 'Edward R. Murrow With the News,' which will be on the air regularly over most of these CBS stations, Monday through Friday evenings, starting Monday, August 29, at 7:45 Eastern Daylight Time. Mr. Murrow has appeared through the courtesy of his sponsor, Franco-American Spaghetti."

COPY

Tuesday Closing:

"This has been the second of two broadcasts by Mr. Murrow as guest newscaster during the vacation of Lowell Thomas. Mr. Murrow can be heard on his own program, 'Edward R. Murrow With the News,' which will be on the air regularly over most of these CBS stations, Monday through Friday evenings, starting Monday, August 29, at 7:45 Eastern Daylight Time. Mr. Murrow has appeared through the courtesy of his sponsor, Franco-American Spaghetti."

I personally prefer that the word "commentator" be eliminated from the opening and that we say "broadcaster" instead. I am sure that the Wheelock Agency would raise no objection.

If these texts do not meet with your approval, I am sure that Mr. Alexander or Mr. Bailey at the Wheelock Agency will be glad to discuss alterations in the texts with you. If, however, the texts are altered, I hope you will let us have advance copies of the corrected texts so that we can inform our people here.

Sincerely,

m

Davidson Taylor

Columbia Broadcasting System, Inc.

F. 553-5/49

OFFICE COMMUNICATION

To Messrs. Paley, Stanton, Ream, Murrow, Bryson

From Davidson Taylor

Station

Consultative

July 12, 1949

CONFIDENTIAL

These are informal notes on the discussion about CBS editorial plans held in Mr. Paley's office immediately before his departure for Europe.

There was general agreement as to the principles outlined in the memorandum of June 14, 1949 from Mr. Bryson, Mr. Murrow and me.

Mr. Bryson and Mr. Murrow, with Mr. Taylor helping as he is able, agreed to assume the major writing load for the first editorials produced, and expressed the belief that they could continue to carry this load so long as the editorials are occasional rather than regularly scheduled.

It was agreed that subjects for editorials would be discussed in a meeting of the officers and consultants present.

The names of Jerry Maulsby, Gilson Gray and Lee Bland were suggested as possible broadcasters. We shall try to locate a broadcaster who is inside the company. It was agreed that we shall notify stations in advance what the subject of the editorial will be and in substance what stand CBS plans to take. We also shall notify them that CBS will provide time for the reading of letters, probably by the same voice at the same time of day and on the same day of week that the editorial was broadcast, one week later. It will be up to the stations to decide whether they wish to carry the reply, as it is, of course, up to them to determine whether they will carry the editorial.

It was assumed that the C-O stations would carry the editorials, but the question of how they would handle the reply was left open.

It is anticipated that the program of reply will consist as a rule of letters from listeners which will be selected and edited for use by the Public Affairs staff.

There was discussion of the possibility of including a serious editorial and a somewhat lighter editorial in the same broadcast. Decision went against this idea. We shall for the time being do editorials only on serious topics answering to the criteria outlined in the note of June 14. We are not, however, committed to make every editorial completely fill the time period allotted, but are instructed to provide proper fill, of hard news or music, if the editorial does not consume the full period.

Among the subjects proposed which were thought worthy of exploration were the following:

Who Is Fighting Whom?

Competition Within the Military Establishment, which should be devoting its efforts entirely to the defense of the United States against exterior enemies.

Lay Off The South: progress being made in the Southern states, and credit to those states instead of blame for shortcomings.

Standardization of Road Markers.

Distribution: an effort to remedy the over-emphasis on production alone as a solution to economic ills.

Deterioration of Crafts.

The Voice of America: Necessity for getting the American idea better known abroad (this, of course, would have to be linked to a news hook).

Hysteria: there is a real menace back of the witch hunt, and yet we must not be panicked.

It was agreed that two of these subjects, Lay Off The South and Standardization of Road Markers, was sufficiently timeless so they might be put into the works at once, although, of course, they wouldn't be used early on.

October 1 was set as the date to choose the subject for our first editorial, which will be broadcast as soon after that date as is practicable.

No publicity of any kind is to be given to our editorial plans until we are instructed by Mr. Paley and Mr. Stanton to do so.

It is planned, however, to tell the Affiliates Advisory Board in its meeting on Tuesday, August 2, 1949 about the plans for CBS editorials.

mr

Columbia Broadcasting System, Inc.

OFFICE COMMUNICATION

Mr. Taylor

Mr. Murrow

om

ation

June 23, 1949

Here's an ad lib conversation piece between David Cohn and Emily Kimbrough. Would you have any interest?

E.R.M.

F 565

Columbia Broadcasting System, Inc.

OFFICE COMMUNICATION

To Mr. Taylor

From Mr. Murrow

Station

June22, 1949

Jesse Zousmer plans to spend one month of his vacation doing some research for me in Europe. We are arranging for the Defense Department to fly him over and back, and he is prepared to pay part of his expenses.

Do you think the company could swing $500. as part of his expenses?

E.R.M.

Columbia Broadcasting System, Inc.

F. 559-12/48

Mr. Murrow

Davidson Taylor

OFFICE COMMUNICATION

June 15, 1949

Here is a copy of a talk I made on the night of June 15 to the graduating class of the Industries Training School at Stevens Institute of Technology. The graduates are all employed in industries and they hold such jobs as engineer's assistants, designers, draftsmen, foremen, personnel officers, methods engineers, and even vice-presidents.

My reason for sending you this is because it ventures some remarks on what we in the United States are for, rather than against. I feel that at some time this subject is suitable for editorial consideration.

Dave

Dr. Davis, Dr. Baker, Graduates of the Industries Training School, Ladies and Gentlemen:

From my college days, I remember a commencement in which the speaker congratulated the graduates upon entering the company of educated men. Such a congratulation is impossible these days, because I think that almost all of us know now that education is not an accomplishment, but a process.

Instead, I have the honor to congratulate you upon your recognition that education is a work done by individuals, and a work which continues. The choice you have made in seeking and pursuing the courses from which tonight you are graduated, is a mature choice, a modern choice. You have equipped yourselves for greater usefulness to yourselves and to your society by the studies thus completed. Many of you have done so at personal sacrifice. But I think that none of you tonight is under the illusion that you have learned, even at this distinguished institution, all you need to know.

There is no institution which teaches all one needs to know. Stevens inculcates this conviction. It is an institution which recognizes the necessity of stimulating curiosity about the things which have not entered your curriculum, as well as seeing to it that you are well grounded in those matters which have been the object of your study.

I have the privilege of congratulating you upon other grounds. You have been trained in the techniques of getting the world's work done. The kind of work which you have explored in the courses leading to this occasion is needed desperately by the United States of America in both its domestic and its foreign activities. From the time of Washington the surveyor down to Point Four of President Truman's inaugural address, Americans have recognized that knowing how to do work well was practical selfishly, practical patriotically, and practical internationally.

Ned Calmer, one of our CBS correspondents, has just returned from flying around the world. He tells us that the American who gets work done has replaced the colonial official who governs by exploiting the labor of others in most of the underdeveloped lands he has seen.

But he also tells us that poverty beyond American conception still reigns in nearly all of the lands he visited. Millions of men stand in the mud, watching their children drink from cupped hands the water of the mudholes, and wonder what food they will find that night to help fill the children's bellies, along with the contaminated water. The wretchedly poor are the natural prey of Communism, which at least pretends to offer a little bit more food, a little bit more health, and a state conducted for the benefit of the miserable. It appeals to those who neither know nor want freedom: what such people want is just a little surcease from starvation, from disease and from despair.

We believe that the American way of life offers infinitely more than mere surcease from grinding poverty. I believe it. You believe it. Life in this country offers not only the physical luxuries which we often think of as necessities, but also such necessities as freedom which the majority of the people of the world think of as luxuries.

General Walter Bedell Smith, recently returned from his ambassadorship in Moscow, pointed out the other day that the Russians have for many years taken for granted the knock on the door in the night, after which the police take away a member of the family who is never seen again. They consider it a hazard of existence comparable to the hazard, of which we are daily aware, that somebody in the household may get run over by a truck.

It is a hard saying, but most of the people in the world do not understand what freedom is. They want the objects that we make, the kind of diet we enjoy, the dollars that we earn, the films that entertain us and the skills we have to make

our lives more bearable and more powerful, but they do not want the ideals we have and hold and fight for.

Does that mean, then, that the American ideals of privacy, of individuality, of liberty of conscience, speech and enterprise are not exportable? Shall we hug these ideals to our own bosoms, watching them diminish from time to time as the world snatches away this bit or that, and be content with what is left?

You are entitled to a holiday after the labors you have recently completed, and I hope earnestly that each of you will have it. But in these days, we all find that just when we think we have reached a time when we thought we could relax, it becomes necessary to redouble our efforts. Many people are finding the role of an American too strenuous for them. They are cracking up, jumping out of windows, committing suicide, frantically accusing one another of real and fancied crimes and lapses from one standard or another. It's hard to be a good American these days. We, as a people, have had a world role thrust upon us before we asked to play it. Americans are being asked to star who never wished to be anything more than extras in the drama of our time.

I think that after this sifting of the weak from the strong there will emerge an American people even better fitted for the part history has called on us to play. And by the nature of your personal and your educational equipment, you have elements of strength to draw upon which are of special use. You are specialists.

But tonight I am speaking to you not as graduates, not as recent students, not as experts, not as those who have all of life in front of them. I am speaking to you as citizens with whom I share, in my small part, responsibility for our country, and consequently responsibility throughout the world, which relies on our country so heavily.

We all know what we are against these days: we are anti-Communist; we are anti-Fascist. But we seldom have time to reflect on what we are for. With all the richness of our physical, technical and intellectual opportunity, we find it hard to say what we cling to, what we stand on, what we fight for. This country is right now in need of leaders who will state in ringing language what we want, for ourselves and for the world at large. But none of us can really afford just to sit and wait for the leaders to speak. If we could talk together, I am sure that each of you would tell me what you want and stand for as an American in terms more eloquent than I can devise. At the risk of presumption, and because I feel that each of us must try to say what side he is on, may I try to tell you what I think we Americans are for, rather than against.

We are for individuals. We believe that they are more important than governments. We believe that a good government is the servant of the people.

We are for creature comforts. We believe that everyone deserves enough to eat. We also believe in cleanliness, in shelter and in warm clothing.

We are for law. We believe that society should formally enact rules of conduct and penalties for violation of the rules, and that people should abide by the rules.

We are for education. We believe in expanding the horizons of our ignorance. We believe in knowing what we do not know, and in the opportunity to fill the gaps in our knowledge.

We are for reverence. We believe in deep, emotional respect for those things which are greater than human individuals.

We are for love. We believe in affection, and what it will do for us and for others.

We are for skill. We believe in the trained hand and the trained head, and in the depths of the imagination. We believe in work, and we believe in being paid adequately for it.

We are for fun. We believe in having a good time.

We are for the future. We believe that there is nothing we can do about anything except what happens from here on, and we are prepared to cope with that willingly and courageously.

And we believe in the right of others to disagree with us about even the most fundamental aspects of our belief.

You should make for yourselves lists of what you as Americans believe in. The fact that we are Americans entitles us to decide our own goals.

All over this country, people are doing things which please them, and which they do not have to do. These things are practical. Americans are going to school, as you have done, because they want to, and not merely because their parents want them to. In Aspen, Colorado this summer, Americans are holding a great festival to honor the two-hundredth anniversary of the German Goethe, and the principal speaker they have invited, Dr. Schweitzer, is a philosopher, a medical missionary and a great musician who does not speak English, but who is being brought from Africa for the occasion. Down on the border between Florida and Georgia the people of those states have created a new park, based upon the great Okefenokee Swamp, in which the wild animals are so undisturbed that they do not even turn their heads to look at human beings. In Bedford, Indiana, the women of the city are all making flower arrangements because a girl from Fort Wayne married a Bedford man and brought with her an enthusiasm for flower arrangement. The men of the town talk about it with critical interest. Three hundred people in Ithaca, New York, are painting pictures. A farm woman named Grandma Moses started painting when she was more than sixty years of age and is very good despite having begun so late. A Montana friend of ours is making a collection of historical American blue china on which the chief events of our nation's early history are portrayed. Another friend, a

Chicago architect, belongs to a guitar club which studies the playing of the great Spaniard Segovia and tries to emulate him. A motion picture press agent friend has taken up square dancing and seriously wants to do it well.

Americans are at liberty to do these things, and they are of value to our country and to the world. They are in their own way as practical as work on trying to obtain the Monroe effect of armour piercing cupped charges with projectiles fired from a rifled weapon, or as applying the use of color television to the instruction of student surgeons on how to operate.

Now, I have been so serious because we have so little time together, and because you are serious people, or you would not have qualified yourselves for this occasion. It is your occasion, not mine, and it warms my heart to be your guest.

May I conclude with a homely note. I am sure you are familiar with the little household objects, plates and china boxes and the like, which bear mottoes. We have a good many of them at our house, some with maxims by Benjamin Franklin. I wish I could be as pithy as the plates which say, "Keep thy shop and thy shop will keep thee," and "Now that I have a sheep and a cow, everybody bids me good morrow." But I often think of two little Battersea enamel boxes which are unfortunately not part of our small collection, but which I now give you as graduation presents. One bears the words "Life is uncertain," a sentiment not so grim as it appears, because it implies that one must get on with whatever he has to get done. And the other bears the legend, "Thou gav'st me pleasure." Thank you for the pleasure of looking forward with you in this uncertain life.

Taylor

June 13, 1949

Mr. David Schoenbrun
21 Rue de Berri
Paris, France

Dear David:

Thank you for your letter of May 25 and the enclosed proposal from Edward Ruskin, Radio Officer, European Information Division, ECA.

We have one fundamental question: Would such broadcasts as are being proposed include criticisms of ECA, or would they just be a song of praise? Somehow, we would have to have assurance that there was a balanced presentation before we could pass on the possibility of doing the series.

If you and/or Howard Smith found it possible to assume, on behalf of CBS, responsibility for keeping the presentations objective, that would make us all feel safe. Would it, however, be practical for you to assume such a duty?

We will appreciate additional light on these points.

Love to you and your family.

Sincerely,

ER

cc: Messrs. Murrow, Bryson, Hudson, Michel, Church

May 23, 1949

Lt. Col. Leo Hawel, Jr.
Civilian Liaison Division
Department of the Air Force
Directorate of Public Relations
Washington, D. C.

Dear Leo:

Thanks for your nice letter. When Colonel Gilchrist has the film of the Eglin demonstration available, we shall welcome the opportunity to examine it for television purposes.

I am passing on to Ed Murrow your kind comment about the good broadcast on the B-36 controversy.

Sincerely,

cc: Mr. Chester
Mr. Murrow

Columbia Broadcasting System, Inc.

F 565-9/48

Mr. Taylor

cc: Messrs. Seward, Murrow ✓, Bland

Mr. Fineshriber

OFFICE COMMUNICATION

April 29, 1949

Miss Singleton has begun an investigation of the Script and Record Library problem raised by Mr. Murrow and referred to in yours of April 19 to Mr. Seward.

It turns out that Ed was talking specifically of our tape recordings when he said they were in a "hell of a mess". Lee Bland has been working for some time with the engineers on the possibility of getting the best equipment and proposing a tape recording library set-up that really makes sense. Miss Singleton and Lee are working together on the project now and expect to have a proposal ready for us in about two weeks. Since the proposal will probably be quite different from Lee's original idea (This, I understand, because new and far better equipment seems now to be available) I suggest we hold off making any proposal to Mr. Paley until we have an outline of the new idea.

W.H.F.

Columbia Broadcasting System, Inc.

F. 565-12/48

Mr. Seward cc: Messrs. Murrow, Bland

Davidson Taylor

OFFICE COMMUNICATION

April 19, 1949

I recommend that we obtain an immediate appropriation of the estimated $750 to set up equipment for a tape library, and obtain also authorization to employ a person to take care of it. It is my understanding that Mr. Paley will look favorably upon such a recommendation.

When Mr. Murrow says that our record library is really in a hell of a mess, I assume he is referring to the tape library. Maybe he means the discs too, though, and if so, that is something we should look into.

Columbia Broadcasting System, Inc.

F. 565-12/48

Mr. Hudson cc: Mr. Murrow

Davidson Taylor

OFFICE COMMUNICATION

April 14, 1949

Mr. John Chase called yesterday at the suggestion of Mr. Murrow. He is working on a book for Longmans, Green to be called YEARS OF THE MODERN. I am sending you materials on the book herewith.

As Mr. Murrow warned us, he is a very boring man, but nonetheless, he has done a lot of thinking about the book, which parallels to some extent the work you have done on American Mid-Century. I took the liberty of telling Mr. Chase I would like you to see him. Will you give him a call at Algonquin 4-5200?

m

Columbia Broadcasting System, Inc.

F. 553C-1/49

Messrs. Paley, Stanton, Ream
cc: Messrs. Brunner, Church, Murrow, Koop

Davidson Taylor

OFFICE COMMUNICATION

April 11, 1949

General Donovan departed yesterday for Athens and Salonika to attend the Staktopoulis trial for implication in the murder of George Polk. The trial begins Tuesday, April 12.

We were unable to discover before his departure why Maias, the Minister of Justice, has been insisting on the presence of Mrs. George Polk. She has proceeded with preparations to depart if it should become necessary, and neither we nor General Donovan have presented any obstacle. However, Dr. Louise Brush of 55 East 66th Street, Rhinelander 2-5224, who has been called into consultation by the Barnard College physician on Mrs. Polk, has written General Donovan stating that Mrs. Polk's condition is such that she should not be allowed to attend the trial, and the letter has been passed on to the Department of State. General Donovan talked with the Greek Consul General in New York yesterday explaining the circumstances, and the Greek Consul General said that he understood and approved Mrs. Polk's not coming to the trial. He asked General Donovan to call the Ambassador, which the General promised he would do before departure.

The Greek Government offered to pay not only the expenses of Mrs. Polk but also the expenses of an attending physician. I talked with Dr. Brush, who refused to discuss the case until she had authorization in writing from General Donovan and verbal authorization from Mrs Polk to do so. I obtained the written authorization from General Donovan and she got in touch with Mrs. Polk, who is in an infirmary, and obtained her verbal authorization. Dr. Brush then told me that it was her opinion that Mrs. Polk had suffered so much mental anguish from the death of her husband and the subsequent events that her life might actually be endangered by compelling her to return to the scene of the crime and to undergo the additional strains of the trial, and that this would be the case regardless of whether she was accompanied by a physician. She stated that she was prepared to provide the Department of State and the Greek Government with any statement necessary to prevent Mrs. Polk's being subjected to this ordeal. I explained to her my feeling that neither Mrs. Polk, her attorney, CBS nor the Department of State could be in a position appearing to obstruct Greek justice in any way, and Dr. Brush stated that she was prepared to assume responsibility.

Dr. Brush was quite clear in saying that Mrs. Polk is perfectly stable, but she said she had been repeatedly ill since last Fall and that her illness was due to the mental strains she had undergone. She discussed the case in confidence, and we are not at liberty to quote her.

General Donovan undertook to have Mr. Colby of his office assist Dr. Brush in the preparation of any additional affidavits which may be deemed necessary.

It is General Donovan's feeling that if the Greek Government defers the trial because of Mrs. Polk's absence, it will be a clear show of weakness in their

Columbia Broadcasting System, Inc.

F. 553C-1/49

Messrs. Paley, Stanton, Ream

cc: Messrs. Bratner, Church, Murrow, Koop

OFFICE COMMUNICATION

Davidson Taylor

April 11, 1949

case. He is convinced and so is Dr. Brush that Mrs. Polk has contributed all the information she has on the murder, which amounts really to none.

It may prove necessary for an announcement of Mrs. Polk's inability to attend the trial to be made at this end, in order to offset any misrepresentations that the Greek Government might make about her inability to be at the trial. If that becomes necessary, General Donovan, acting as Mrs. Polk's attorney, has requested that we check carefully with Mr. George Leisure of his firm before taking any such action.

m

Columbia Broadcasting System, Inc.

Taylor

Murrow

OFFICE COMMUNICATION

April 8, 1949

A fellow named John Chase of Longman's Green, publishers, has written a book that he thinks might have possibilities for a radio series. He's a bore, but I had to refer him to somebody so you are it. He'll be telephoning you.

Columbia Broadcasting System, Inc.

F. 553C-1/49

Messrs. Paley, Stanton, Ream

Davidson Taylor

cc: Messrs. Church, Murrow

OFFICE COMMUNICATION

April 7, 1949

For your information, here are the most recent developments on the George Polk case.

The Minister of Public Order, Malas, communicated with our Embassy in Athens stating that Mrs Polk was needed to testify at the trial which is expected to start April 12. Our Embassy in Athens got hold of the Department of State and Mr. Satterthwaite of the Middle Eastern Desk addressed Mrs. Polk to ask her to come. She conferred with General Donovan, who tried to ascertain from the Greek Government through the Department of State why her presence was considered necessary. Malas refused to say why but insisted that she come. Meanwhile, the psychiatrist at Barnard College informed General Donovan that Mrs. Polk's emotional condition was such as to make it inadvisable for her to go to the trial. The psychiatrist is preparing a statement to that effect which General Donovan will place in the hands of the Department of State.

Nevertheless, Mrs. Polk cannot be placed in the position of appearing to obstruct justice. Consequently, she has replied to Mr. Satterthwaite, on General Donovan's advice and with Mr. Satterthwaite's prior endorsement, that if the Government of Greece will pay her expenses to return for the trial, she holds herself in readiness to go. The Government of Greece has this under advisement. If the Department of State sees fit to advise against her going, the responsibility will be theirs and not hers. None of us at CBS can see why she should be subjected to this ordeal and General Donovan can see no reason why she should go either.

General Donovan is leaving for the trial on Sunday and expects to arrive the morning of April 12 in Athens. He will be met by Burdett.

Columbia Broadcasting System, Inc. Taylor, Davidson

F 553C-7/48

To Mr. Murphy cc: Messrs. Stanton, Lemmon, Van Volkenburg, Murrow

From Davidson Taylor

Station

OFFICE COMMUNICATION

March 9, 1949

These are comments on your thoughtful memorandum of February 11 about the general philosophy of television news.

To me, the advance made in the handling of news on CBS Television during the past two years is really quite remarkable. All of us agree that we do not have the final answer on how to handle news on television, but I think we should take heart from the improvements already made.

I do not know all of the experiments we have tried up till now, but I feel sure that there are more things to be tried, and that the proper combination of elements may still be found. I feel that the solution, if there is one, will be found in a combination of devices rather than in any one trick.

There are certain basic things about news which need to be borne in mind in order for news ever to be successful on television.

First, fact is the basis of all news production. In television as on AM, our first aim should be to get it right.

Second, much news is unpredictable. This means that it will never permanently be possible to have camera and sound crews on the scene at every important news event.

Third, much of the news comes from what important people say. Occasionally, it will be possible to film these people making newsworthy statements, but often it will be impossible, and on some occasions when it is possible, it will still not make good television because the images and voices of the people may be uninteresting.

Fourth, judgment of news is a professional affair. It takes years of experience to be able to sift out from the news of a day the items of prime importance, and to present them, according to their priority, against the background of the world picture.

It is my feeling that we are still paying too much attention to whether we have motion pictures of a topic and too little to news balance. I also feel that this is largely due to the news inexperience of the producers and directors, and not to any lack of ability on the part of Ed Chester or lack of experience on the part of such men as Doug Edwards.

It seems to me that a new kind of newsman is required for daily news broadcasts on television. The man needs to be a reporter-broadcaster-producer. He should have at his command a whole arsenal of devices which he can call upon on short notice to provide interesting and appropriate images.

Columbia Broadcasting System, Inc.

F 553C-7/48

To Mr. Murphy cc: Messrs. Stanton, Lesman, Van Volkenburg, Burrow

From Davidson Taylor

Station

OFFICE COMMUNICATION

 March 9, 1949

Television has already proved extraordinary in covering special events which occur at a predictable locale and time of day. For instance, the best work done on the political conventions and the Hiss-Chambers hearings was of a very high quality indeed. We are discovering as we go along which reporters have the best ability to illuminate by comment what is happening on the screen in such special events. The sports techniques have become quite highly developed too, although we have not yet obtained, I think, the best broadcasters for every type of sport. Nor do we have, in my opinion, as knowledgeable sports supervision in television as we have in AM with such people as Barber, Durr and Bailey.

Our central problem, however, is with the regularly scheduled news broadcast.

I think that at certain times of the week we are wise to schedule straight newsreel programs in which the film is the main thing and other devices are secondary.

But on the daily news broadcast, it seems to me that the primary responsibility should be placed on the reporter-broadcaster-producer, and that he should build the show to fit the items instead of the items being chosen to fit the show materials.

Here are the devices which come to mind on which he now can call:

1) READING with the camera on the broadcaster. This is probably the dullest part of a television news show as it now stands. We have tried to brighten it by backgrounds with clocks, maps and the like, and perhaps that has helped a little. We also are trying the device (which NBC also uses) of having the reporter speak from memory rather than read. I think that this device is dubious. The reporter seems to me to have more authority when he is reading than when he appears to be ad libbing. Edwards does it very smoothly, but it seems to me to place an unnecessary strain upon the reporter. He should at least refer to notes and should do so obviously.

2) MAPS — It seems to me that we have not taken sufficient advantage of maps. Most printed maps currently available are not very suitable for television. They have too much detail and they are too hard to read on the end of the tube. Perhaps the only maps we should use are those specially bought or prepared for television purposes, in which salient localities are distinctly indicated and the unimportant localities are eliminated. I think we have not yet explored completely the use that can be made of maps on local stories — maps of the part of a city where an occurrence takes place, maps or designs of a part of a street or the interior of a building where an event happened. I think

there is more to be done with maps containing moving elements — arrows, small human figures, and the like. It seems to me that we have not yet explored sufficiently the use of illustrated maps, maps with humour and maps combining graphic elements such as those Chapin does for the Luce publications.

3) THE BRIEFING TECHNIQUE — During the war, this technique was highly developed by Intelligence officers who were charged with passing on their knowledge. It included maps, graphs, charts, chalk and talk with a pointer. There was action in it; it often was acutely interesting, and it frequently contained information on topics of general knowledge, such as armament, transports, topography, and the like.

4) INTERVIEWS — When the subject is at the top of the news, this often works very well. However, as a regular feature, it seems to me to rank well down the list.

5) LIVE REMOTE SPOTS — At the moment, it seems to me that only Washington has enough important American developments to warrant regular pickup. Again, merely viewing a reporter in Washington would seldom be enough. Washington would need to be equipped with all of the other devices suggested here. Any remotes, whether from studio or not, are so expensive that we cannot use them often.

6) FILM SHOT ESPECIALLY FOR TV — This is an expensive process and it usually gets the news late. Nevertheless, it is vital and its use will probably increase as television grows.

7) GENERAL FILM LIBRARY MATERIAL — This can be most useful when the historical background of a major story is to be given.

8) STILLS — The composition of most news stills now available and the light values in them make them less suitable for television than for newspaper reproduction. Nevertheless, stills are frequently useful where no other illustrative material is at hand. It is my opinion that they should be televised with emphasis on those elements of the picture which can best be reproduced on the tube, and should not be merely shown as they come from the photographic agency or presented in the hand of the broadcaster, filling the image with the whole photo.

Columbia Broadcasting System, Inc.

F 553C-7/48

To Mr. Murphy cc: Messrs. Stanton, Lesman, Van Volkenburg, Murrow

From Davidson Taylor

Station

OFFICE COMMUNICATION

March 9, 1949

9) CHARTS — The main thing here is to get the charts bold and clear when they appear on the comparatively small home receiver. The majority of charts which I have seen televised were hard, if not impossible, to read, even when one gets close to the tube. Charts with motion have not yet been sufficiently developed; for example, it seems to me that a bar chart in which the comparative lengths of bar are unrolled before one's eyes is superior to a static chart.

10) DRAWINGS — This includes cartoons. Before the camera was as efficient as it now has become, news artists played a major part in illustrating newspapers and such lively publications as the Police Gazette. I wonder whether we have employed sufficiently the use of news artists who would draw bold sketches of events on which other pictures are not readily available.

11) TYPE — the Burnhard magnetic type board might be employed for visual headlines, and might be used as well for captions on film clips or stills. I do not think it is necessary for the news broadcaster to talk all the time on a regularly scheduled news show any more than he has to talk all the time on a special event.

12) MOVING NEWS PRINTER STRIPS — ABC is experimenting with this, and Voletta is of the opinion that it may prove to be the most useful news device he has so far tried.

Here are a few general suggestions:

Murrow's broadcast is now divided into hard news plus analytical comment with background on a major issue. Might it not be wise to consider the experiment of dividing certain news programs into hard news plus newsreel, or hard news plus feature, or hard news plus analysis?

I rather think that the news man on the show should be the boss of the show, and the library service, the camera man, the director and the other personnel concerned should be at his disposal.

The application of a mind like that of Bill Golden to the problem of visual material for television news would be productive. In a way, it is an assignment for an art director.

It seems to me that some technique should be devised for interrupting regular television broadcasts with bulletin matter of unusual importance. I have not yet seen this done on television, although I assume that it

has been. Such occasional presentation of important news breaks would attract more news attention to television, and would help give the medium stature as a disseminator of news.

In conclusion, let me say that I think we would be most unwise to decide at this early stage, once and for all, that television is not a good medium for news.

Columbia Broadcasting System, Inc. Taylor, D. SS3C-9/45

OFFICE COMMUNICATION

To Mr. Seward cc: Messrs. Murrow, Dooley, Winebriber

From Davidson Taylor

Station

January 6, 1947

It is necessary to review current expenditures with a view to effecting immediate savings. I do not intend to recommend any reduction in Program Writing or in the staff of producers-directors. A study of producers-directors has been prepared and will be transmitted to the management.

However, I should like to raise questions about expenditures in my province, and Mr. Murrow will raise similar questions in his. We shall transmit the resultant recommendations to Mr. Paley with a note along the following lines:

> Attached is a review of Program Department expenditures for the First Quarter 1947, which takes into consideration savings which have already been effected, and which calls attention to other possible savings.
>
> May we suggest that the resultant figures shall be reviewed by you, Mr. White and us, in order to reduce the situation to its proper perspective.

I should appreciate having figures broken down as follows:

> I. Changes in budgeting which are recommended to relate income to expenditure.
>
> II. Changes in expenditures which have already been effected.
>
> III. Changes in staff which are possible.
>
> IV. Changes in programming which are possible.

Questions are posed under each of these categories, and I will appreciate Mr. Seward's opinion as to when we may be able to present the answers in the form of a recommendation to Mr. Paley.

I. CHANGES IN BUDGETING WHICH ARE RECOMMENDED TO RELATE INCOME TO EXPENDITURE.

1. Production and personnel costs of cooperative programs are charged to the Program Department budget. There is a credit item from cooperatives included under Foreign News, still the whole income from cooperative programs does not appear in this budget. Should not all items of cooperative income be included in this budget?

2. No income from the sale of package shows is included in this budget. The income from sale of musicians is included, but nothing further from the sale of package shows is reflected except the reduction of staff costs as services of producers-directors is allocated to package show costs. Should not the income from the sale of package shows be included in this budget?

3. Salaries of the Operations Department are included in this budget. The Operations Department supervises the Traffic and Studio Engineering operations, which are not and should not be a concern of the Program Department. The Operations Department also supervises Network Operations, Sound Effects, Staff Talent, Staff Musicians, Staff Conductors, Sustaining Wires and Pickups, Licenses and Copyrights, Sale of Musicians, and various aspects of Program Staff Supervision which are already part of this budget. The Operations Department also supervises sale of cooperative programs and buying, pricing and servicing of package shows which should, in my opinion, be part of this budget. Should not the costs of Operations Department supervision be allocated according to the approximate amount of time which the executive personnel spends on Program Department matters and on other matters?

II. CHANGES IN EXPENDITURES WHICH HAVE ALREADY BEEN EFFECTED.

1. Schedule "1".

   a. What about Frank Saunders? Will he be replaced? How much will we save by having fired him?

   b. Who is the staff male singer on "Bouquet for You" and how much does he cost?

2. Schedule "2".

   a. What was the actual cost of "Moments Like the Year," as opposed to the appropriation for "Twelve Crowded Months"?

3. Schedule "2A".

   a. How often does E. Power Biggs use instrumentalists and what does his show actually cost for the quarter?

   b. What is the actual cost of "Time to Remember" as opposed to the projected cost?

   c. How much would it cost, in contrast, to present Johnny Faulk with two soloists and an organ five quarter hours a week at 8:30 AM instead of the Step Weigand Trio?

Columbia Broadcasting System, Inc.

553C-9/45

To Mr. Seward cc: Messrs. Murrow, Backer, Pinsleriber

From Davidson Taylor

Station

OFFICE COMMUNICATION

January 6, 1947

-2-

4. Schedule "EE".

a. What is to be the actual Workshop cost for the First Quarter 1947?

b. What is the actual cost of "Cinderella Inc." for the First Quarter?

c. What will be the total cost of "House Party" under the new contract conditions?

d. What will "Winner Take All" actually cost with O'Keefe in from January 1 to the end of the quarter?

e. Is the estimated cost of "That's Life" correct?

f. What will be the adjusted cost of "Bouquet for You" if we substitute a New York MC at scale for the present staff announcer as of January 13?

g. Eliminate current estimated cost of "Johnny Faulk and Co."

h. Any cost on "Treasury Bandstand" 5:30 to 6 PM Monday through Friday if we provide a regular MC?

i. Are costs on "Once Upon a Tune" realistic?

5. Schedule "EC".

a. Sweeney and March: is $350 a week being spent for stooges? Does extra script cost $375 a week?

b. Are estimates of orchestra and conductor costs on "Waitin' for Clayton" accurate? Who is the cost of one, and may that not be eliminated?

c. What will the actual cost of "One World Flight" be?

d. Is the estimate for the three documentaries sufficient to include salary of Lane Blackwell (see 7C below).

6. Schedule "F".

a. Why $1500 for Philharmonic wires, and why is this a Program Department budget cost?

To Mr. Howard cc: Messrs. Murrow, Becker, Fineschriber

From Davidson Taylor

Station

OFFICE COMMUNICATION

January 6, 1947

b. What is the item of $1000 for "Others" under this schedule? Can it be eliminated?

c. Why $250 for wires for Godfrey, and can this be eliminated?

7. Schedule "12".

a. Do costs on supervision reflect raises, and if not, how much money is entailed?

b. Michel should be transferred to supervision.

c. Why is Blackwell on the list of producers-directors? He should come under the costs of the documentaries under special features.

d. Are the figures on Johnston and Sanville (under notice) representative of the actual expenditure?

e. Should the following secretaries' salaries be included, since their employers are no longer on staff? Warner (Loeb); McNulty (Dietz, Mack); Douglas (Johnston)?

f. I question the following salaries because I do not understand them: Meyers? Schlosser? Sonstrom?

g. Are the Record and Music Library raises reflected?

h. Should not Bland be charged to the Corwin show?

8. Schedule "13".

a. Why are Travel and Entertaining up, and is the amount by which they are up approximately correct?

III. CHANGES IN STAFF WHICH ARE POSSIBLE.

1. Should Mrs. Wilder's function be eliminated, and how much would be saved if she and her secretary left?

2. Should Mr. Kennett's function be eliminated, and how much would be saved if he and his secretary left?

3. Should Mr. Ace's function be eliminated, and how much would be saved if he left?

Columbia Broadcasting System, Inc.

553C-9/45

To Mr. Seward cc: Messrs. Harrow, Becker, Finschriber

From Davidson Taylor

Station

OFFICE COMMUNICATION

IV. CHANGES IN PROGRAMMING WHICH ARE POSSIBLE.

1. What would be saved by killing "Arthur Godfrey's Talent Scouts" if we substituted for it:

   a. Invitation to Music (nothing)?
   b) Music You Know (nothing)?
   c. The Goldbergs?
   d. Hank Lawrence?
   e. Romance?
   f. My Friend Irma?
   g. Sweeney and March?
   h. Science in Fiction?

2. What would be saved if we substituted for Sweeney and March:

   a. Winifred Smith (nothing)?
   b. Romance?
   c. Hank Lawrence?
   d. Science in Fiction?

3. What could be saved by eliminating "That's Life" and substituting remotes such as house band from WHAM, WJR or WGAR?

4. What could be saved by killing "Invitation to Music" as soon as our commitments are fulfilled?

Mr

Columbia Broadcasting System, Inc.

F 565-5/48

Messrs. Bryson, Murrow

Davidson Taylor

OFFICE COMMUNICATION

March 9, 1949

Mr. Paley has asked whether we can have lunch with him on Friday, March 18. I mentioned to him this morning that Mr. Bryson had a very big idea which he wanted to discuss, but did not say what the idea was because I felt that it should be presented by you gentlemen.

Can you attend the lunch on that day?

Yes
Called
3/11

Columbia Broadcasting System, Inc.

F 565-5/48

Messrs. Mauldby, Bryson, Murrow, Hudson, Wefing

Davidson Taylor

OFFICE COMMUNICATION

March 7, 1949

se

4I

Martin Herz of the Foreign Service is going to give us a briefing on the situation in Austria and the Austrian peace treaty Friday afternoon, March 11, 3:00 PM, in my office.

You are cordially invited to be with us if you can attend, and to bring along anybody from your organization that you think would be interested. Will you let Miss Wertsky know how many people are going to attend so that we can have plenty of chairs. The thing will not last over an hour unless we want it to, and will probably last less.

Yes - Murrow & Zousmer x

Called 3/8.

Columbia Broadcasting System, Inc.

Mr. Taylor cc: Mr. Church

Ed Murrow

OFFICE COMMUNICATION

November 16, 1948

Informatively, the new Campbell Soup commercial which started last night on my show were not checked with me in advance, in fact, the first time I saw copy was when Campbell brought it in just before air. I think it is probably, in its present form, the most offensive commercial I have ever heard preceding a network news show.

E.R.M.

Columbia Broadcasting System, Inc.

r. Taylor cc: Mr. Church

Ed Murrow

on

OFFICE COMMUNICATION

November 16, 1948

I think the time has come when we must ask for some clarification of policy and practice in connection with the use of recordings on news shows. Example: Yesterday, Washington recorded testimonies regarding nefarious practices in the sale of automobiles. We did not know that the recordings had been made until they turned up on Severeid's show. If we had known, we probably would have used them since it was a dull night. I have expressed my personal opinion to both of you as to how the matter should be handled and must now content myself with the suggestion that a decision ought to be reached and communicated to all concerned.

E.R.M.

Ed

FORM 549

Columbia Broadcasting System, Inc.

OFFICE COMMUNICATION

Messrs. Murrow, Church

Davidson Taylor

October 26, 1948

Mr. Stanton is communicating with Ward Wheelock about his letter of October 20, and he plans to tell him:

1) that the opening commercial may not exceed one minute;

2) that the total commercial time may not exceed two minutes and thirty seconds;

3) that the program must be framed in accordance with the provisions of the NAB code, which means that the show must be identified before any cow-catcher and after any hitch-hiker announcement;

4) that the content of the opening commercial is to be worked out with Taylor, but that we do not intend to stand in the way of the use of the singing commercial,

5) that the question of Mr. Murrow's participation in any commercial copy is to be discussed with Mr. Taylor and Mr. Murrow.

DT

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N. Y.
WICKERSHAM 2-2000

October 11, 1948

Mr. Ward Wheelock
Ward Wheelock Co.
Lincoln-Liberty Bldg.
Philadelphia 7, Pa.

Dear Ward:

There are two occasions upcoming on which we want to propose special uses of Ed Murrow.

The first is on election night. We feel that in order to establish as big an audience as possible for CBS that night, we want to have some election news in every time period starting at 6 o'clock. This may be impractical in the Beulah show, but we believe it can be arranged in all the other shows that evening.

Therefore, we would like to suggest that provision be made in the Club 15 show for Ed to come on for three to five minutes sometime early on in the show and give the freshest election news on hand at that moment. He will, of course, be returning shortly for his own regular news broadcast, and is going to participate in the Nash coverage starting at 8 o'clock. What do you think of this idea? If you approve of making provision for such a cut-in in the Club 15 show, we shall prepare for it.

The other instance is a sustaining broadcast. We are starting a new series of programs called "You and the World," which will be interviews between somebody like Lyman Bryson and various authorities on subjects of marked public interest. The subtitle of the series for its first week of broadcasting, 6:15 to 6:30 PM, Monday, November 8 through Friday, November 12, will be "You and Television."

The subject on Wednesday, November 10 will be Television as an Educational Medium, and on that day, we would like to have Mr. Bryson interview Mr. Murrow. Have we your blessing?

Sincerely,

Davidson Taylor

cc: Messrs. Murrow, Becker, Church

D. T.
F 925-6/47

Columbia Broadcasting System, Inc.

F 553C-7/48

Mr. Chester cc: Messrs. Murrow, Church

Davidson Taylor

OFFICE COMMUNICATION

October 11, 1948

Edward R. Murrow's contract with Campbell's is exclusive, and although the client and the agency have been very cooperative in permitting Mr. Murrow to do special broadcasts which would be to their mutual advantage, it does remain necessary for us to check with the agency before he can appear on any broadcast other than his 7:45 network sponsored show.

Any time you want to use him, if you will let me or Ted Church know, we will be glad to try to get him cleared for you. It really boils down to a formality in most cases, but the agency likes to be able to tell the client that they are aware of Mr. Murrow's activities, and it embarrasses them if the client calls them and says that they saw Ed on television or heard him on some broadcast other than theirs, and the agency has not heard about it in advance.

Also, Mr. Murrow is not to be identified as a CBS correspondent. The client would prefer to have him identified in all possible cases as being sponsored by Campbell's Soups or Franco-American Spaghetti, or whoever it is sponsoring him at the time. However, that is generally impractical, so as a rule we say something like this, "Edward R. Murrow, whose broadcasts are heard daily Monday through Friday at 7:45 PM over CBS." Of course, Ed is so well known that it is not necessary to identify him so far as most of the listeners are concerned, but from the standpoint of client relations and also promotion for his broadcasts, I think it is preferable to go to this extra trouble.

DW

Columbia Broadcasting System, Inc.

F 553C-7/48

Messrs. Paley, Stanton, Rogge, Davidson Taylor

cc: Messrs. Church, Murrow, Burdett

OFFICE COMMUNICATION

September 3, 1948

Mr. Cromie of the Greek and Iranian Desk of the Department of State has informed Mr. Koop that he finds the first twenty pages (which is the reportorial part) of CBS Report Number Three on the Murder of George Polk excellent as a dramatic account of the case. His attitude to the broadcast as a whole is friendly. Mr. Bohlen has recommended to the Secretary of State that the Department of State not provide us with any official comment on the broadcast, and it is expected that we shall receive a letter from the Secretary of State telling us that the Department will not participate.

Unofficially and personally, Mr. Cromie offered some useful suggestions, which we are taking into account in polishing the script. He did not urge any of these suggestions upon us.

Mr. Lippmann has also expressed his enthusiastic approval of the script as a whole on behalf of the Overseas Writers. We have the approval of General Donovan and Mrs. Polk already, so that apart from keeping abreast of current developments in the case, it seems the broadcast is in good order.

Messrs. Church, Murrow, Burdett: (Confidential)

Herewith notes on Mr. Cromie's personal suggestions:

1) He feels that for the sake of late-tuners in, there should be a brief recapitulation of evidence just before Donovan speaks or just before I speak, in order that the conclusions we draw shall not seem as prejudiced or as accusatory as they otherwise might.

2) On page 10, he questions whether the bus case episode would not tend to convey the impression that we were convinced that communists were guilty in the Polk case, since communists perpetrated the bus incident. This section we plan to cut.

3) On page 11, he raised the question of whether the Greek Army's second bureau was a pertinent reference. I wonder whether what Mr. Cromie has in mind is not the comparison of our own G2, and the possible inference which some listeners might draw that our army has a secret police.

Columbia Broadcasting System, Inc.

F 553C-7/48

Messrs. Church, Murrow, Burdett

Davidson Taylor

OFFICE COMMUNICATION

4) On page 17, he raises the question of whether we would break security by referring to the fact that the intercepted message from Markos was decoded. This is a question for General Donovan.

DS

Columbia Broadcasting System, Inc.

F 553C-7/48

Messrs. Church, Koop, Burdett, Harvey, Crandall

OFFICE COMMUNICATION

Davidson Taylor

cc: Mr. Colby, Gen. Donovan's office

August 23, 1948

On Friday night, August 20, I talked with General William J. Donovan in London and told him that the CBS REPORT NUMBER THREE on the murder of George Polk would be broadcast 10:30 to 11 PM, Eastern time, on Thursday, September 9. I asked him whether he would be willing to participate. He said that he would, provided the Lippmann Committee consented. I told him that I had the approval of Ernest K. Lindley, President of the Overseas Writers, and of Walter Lippmann. Mr. Lippmann says that he wants to check the text of General Donovan's part of the broadcast. General Donovan is willing under these circumstances to appear, and we may announce that he is going to do so.

Would Mr. Koop notify the Lippmann Committee that the General says OK?

General Donovan confirmed that he plans to reach this country August 30. He will hold himself available on August 31 and September 1 to check the script. He is willing not to talk to the press extensively until we have had an opportunity to confer in order that we may make the best possible use of the information which he and we have in hand. He also stated that he would hold himself available on September 11 if for one reason or another we had to defer the broadcast because it was not ready.

I told him of our intention of placing the script in the hands of the Department of State on September 1 or 2, so that they will have an opportunity of making any comment for broadcast which they desire.

General Donovan stated that he might be receiving some messages from the Greek Government before the time for the broadcast, and that he will let me know if he got anything which was useful.

I told him that we were trying to send Secondari back to Greece to stand by from now until the time for the broadcast, but that Secondari has another job waiting for him and might not be able to make it. He said that if Secondari is unavailable, we can call on Donovan's man, Theo Lankrom, who is now in Greece, to help out.

DT

Columbia Broadcasting System, Inc.

F. 553C

Mr. Paley cc: Messrs. Church, Murrow

Davidson Taylor

OFFICE COMMUNICATION

June 18, 1948

When Mr. Murrow was flying down from Maine Thursday of this week on the CBS plane, he discovered that possibly the plane would be for sale. He proposed that we should consider the advisability of deferring the sale until after the close of the national political campaign. He and other of our correspondents will be covering portions of the campaign trips of major candidates. The reporters who are broadcasting are under a severe handicap in being tied to a candidate's train. They do not merely have to get their copy written but have also to voice it.

Mr. Grossman has shortwave equipment which is capable of being installed on very short notice and which can be used to communicate from the plane to some relay point, where a broadcast can be fed into the network. The plane itself is admirably equipped for use as an office for CBS reporters covering the campaign.

Mr. Murrow plans in some cases to have a reporter left behind five or six hours after a candidate has departed from certain important cities, in order to gather reaction of the voters to the candidacy. For such a reporter to catch up again with the candidate who is pressing forward on his train itinerary would probably mean flying the reporter anyhow.

We hope that this is a reasonable suggestion, and that it can be given serious consideration.

DT

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N. Y.
WICKERSHAM 2-2000

June 14, 1948

Dear Mr. Baxter:

In Mr. Murrow's absence, I want to thank you for having sent him the original of the letter from George Polk dated Salonika, May 8, 1948.

We are grateful for the cooperation thus far obtained from the Department of State, and we have addressed ourselves to the Secretary of State on May 18, May 20 and June 7 enlisting the aid of the Department of State in unearthing the criminals and the motives.

I understand from Ted Koop that you know my wife, Mary Elizabeth Plummer. He told me this just a little while ago. I am sure she will join me in sending you greetings.

It is our feeling that we do not wish to point the finger prematurely at anyone and that we will regard as evidence only what we find out officially from the Government of the United States and are told by our two correspondents on the scene, in whom we have the greatest confidence.

As Mr. Koop has told you, we share Winston Burdett's view that the sending of investigators who are not representatives of the Government of the United States is unlikely to produce useful results and probably would tend to hinder or even destroy the effectiveness of the investigations now in progress, as well as making the position of George Polk's former colleagues difficult if not useless.

I think we scarcely need to tell you that we wish to make available to the Department of State all evidence which comes to our hands and that our files are open to the inspection of the Department of State investigators at all times.

Sincerely,

Davidson Taylor

Mr. William O. Baxter
Division of Greek, Turkish and Iranian Affairs
Department of State
Washington, D.C.

cc: Messrs. Koop, Murrow

D. T.
F 925-6/47

Columbia Broadcasting System, Inc.

F 565

OFFICE COMMUNICATION

To Messrs. Hankoby, Michel, Barrow, Bland

From Davidson Taylor

Station

June 1, 1948

I thought BETWEEN THE DARK AND THE DAYLIGHT superb.

Dave

Porter, Paul

COLUMBIA BROADCASTING SYSTEM, INC.
485 MADISON AVENUE, NEW YORK 22, N. Y.
WICKERSHAM 2-2000

July 1, 1948

Dear Paul:

Thank you so much for your personal and confidential letter to Ed Murrow of June 19 with its enclosure.

You may know that we have had Winston Burdett and at least one other CBS correspondent in Greece working on the death of George Polk ever since the 16th of May. We have also been working closely with General Donovan who departed last night for a second visit to Greece on this investigation, and the Lippmann Committee for which he is counsel. We also have been coordinating our efforts with those of other news organizations who are deeply concerned in getting an answer, because of the implications which the incident has for freedom of news in general.

In view of this activity, I am sure you will realize that Mr. Coppock's letter does not come as a complete surprise to us.

I should like to have an opportunity to tell you about it, and the next time you are in New York or I am in Washington, let's try to sit down and talk it over. In answering Mr. Coppock, I would suggest that the best that you could tell him at this stage is that you have brought his letter to the attention of CBS and that we are giving a copy of it to the Department of State for their information. It is my understanding that Hadjiargyrus cannot at the moment leave Greece because the information he has in hand is believed to be pertinent to the solution of the murder.

Sincerely,

Davidson Taylor

file - CBS

Mr. Paul A. Porter
Arnold, Fortas & Porter
1200 Eighteenth St., N.W.
Washington 6, D.C.

cc: Mr. Murrow ✓

D. T.
F 925-6/47

March 15, 1948

TO WHOM IT MAY CONCERN:

Mr. Peter Tompkins, special news representative for the Columbia Broadcasting System, is transporting this package of twenty-five (25) blank recording discs to Rome in behalf of CBS. These recording discs are to be used in gathering special news material and will not be used for commercial purposes.

Yours very truly,

COLUMBIA BROADCASTING SYSTEM
Davidson Taylor, Vice President

WM 37

WASH DC MARCH 3, 1948

W S PALEY

CBS NY

FORRESTAL MEETING TOOK NO ACTION BUT APPOINTED COMMITTEE TO STUDY PROBLEM AND REPORT TO FULL GROUP IN THIRTY DAYS. FORRESTAL ISSUED STATEMENT WHICH UNDOUBTEDLY WILL BE ON PRESS ASSOCIATION WIRES SHORTLY. ADMIRAL DENFELD COMMENTED THAT 80 PERCENT OF ALL INFORMATION A FOREIGN AGENT WOULD WANT IN NOW AVAILABLE. COMMITTEE CHOOSEN AS FOLLOWS. BEN MCKELWAY, WASHINGTON EVENING STAR ~~XXXXXXXXXXXX~~ CHAIRMAN, LYLE WILSON, UPMANAGER WASHINGTON, RELMAN MORIN, AP MANAGER WASHINGTON, JUSTIN MILLER, NAB, PERRY GITHENS, POPULAR SCIENCE MONTHLY, MR. CHERERY, COLLIERS, WALTON C. AMENT, VP AND GENERAL MANGER WARNER PATHE NEWSREEL, GENE DAWSON, PRESIDENT AVIATION WRITERS ASSOCIATION. STTUATION SEEMS WELL IN HAND.

REGARDS.

DAVIDSON TAYLOR

Columbia Broadcasting System, Inc.

F. 559

OFFICE COMMUNICATION

Mr. Davidson Taylor

m Edward R. Murrow

tion

March 3, 1948

Will you please listen to a few of these recordings. I would suggest particularly, "The Low Road", "Little Fellow", and "The Girl with the Flaxen Hair".

This show is now on Mutual--9:30-10:00 Mondays. I have heard two of these recordings and am enormously impressed. It is the sort of quiet, unostentatious presentation that we often talked about. If you have further interest, Ernest Chappell has all the dope.

E.R.M.

Columbia Broadcasting System, Inc.

Mr. Church cc: Mr. Murrow

Davidson Taylor

OFFICE COMMUNICATION

February 16, 1948

Bruno Shaw (file of correspondence attached) called on me last week to discuss the possibility of a series of broadcasts based on the political platforms in American history and the influence they have had upon our national Government. I asked him to submit a precis of what he wanted to do, and that is included along with his letter.

How do you think I should reply to him?

DT

Murrow

Columbia Broadcasting System, Inc.

F. 203

To PUBLIC AFFAIRS STAFF

From DAVIDSON TAYLOR

Station

OFFICE COMMUNICATION

February 11, 1948

The complexities of the present political situation have led us to the conviction that all of our broadcast activities in the area of public affairs which utilize outside speakers should be consolidated under one head. At the same time, it has been observed that Mr. Hudson's title as Director of Education has become a misnomer because of his extensive responsibilities in fields other than education.

Consequently, the following changes will be effective immediately:

Mr. Robert Hudson is designated Director of Education and Opinion Broadcasts.

It is anticipated that Miss Helen Sioussat, as Director of Talks, will expand her activities in the field of invited speakers. Miss Sioussat will continue the present operational processes in clearing time for special talks.

Mr. Leon Levine is designated Director of Discussion Broadcasts. He will be in charge of programs in series which present various opposing points of view.

Mr. Werner Michel is designated Supervisor of Educational Broadcasts.

Miss Sioussat, Mr. Levine and Mr. Michel will report to Mr. Hudson.

Mr. George Crothers is designated Assistant to the Director of Education and Opinion Broadcasts. In addition to Mr. Crothers' specific assignments to certain broadcasts, he will be available to Mr. Hudson for special assignment in collaboration with any other member of Mr. Hudson's staff.

Columbia Broadcasting System, Inc.

553C-9/45

To Mr. Seward cc: Messrs. Murrow, Becker, Fineshriber

From Davidson Taylor

Station

OFFICE COMMUNICATION

January 6, 1947

It is necessary to review current expenditures with a view to effecting immediate savings. I do not intend to recommend any reduction in Program Writing or in the staff of producers-directors. A study of producers-directors has been prepared and will be transmitted to the management.

However, I should like to raise questions about expenditures in my province, and Mr. Murrow will raise similar questions in his. We shall transmit the resultant recommendations to Mr. Paley with a note along the following lines:

> Attached is a review of Program Department expenditures for the First Quarter 1947, which takes into consideration savings which have already been effected, and which calls attention to other possible savings.
>
> May we suggest that the resultant figures shall be reviewed by you, Mr. White and us, in order to reduce the situation to its proper perspective.

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I. Changes in budgeting which are recommended to relate income to expenditure.

II. Changes in expenditures which have already been effected.

III. Changes in staff which are possible.

IV. Changes in programming which are possible.

Questions are posed under each of these categories, and I will appreciate Mr. Seward's opinion as to when we may be able to present the answers in the form of a recommendation to Mr. Paley.

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1. Production and personnel costs of cooperative programs are charged to the Program Department budget. There is a credit item from cooperatives included under Foreign News, still the whole income from cooperative programs does not appear in this budget. Should not all items of cooperative income be included in this budget?

2. No income from the sale of package shows is included in this budget. The income from sale of musicians is included, but nothing further from the sale of package shows is reflected except the reduction of staff costs as services of producers-directors is allocated to package show costs. Should not the income from the sale of package shows be included in this budget?

3. Salaries of the Operations Department are included in this budget. The Operations Department supervises the Traffic and Studio Engineering operations, which are not and should not be a concern of the Program Department. The Operations Department also supervises Network Operations, Sound Effects, Staff Talent, Staff Musicians, Staff Conductors, Sustaining Wires and Pickups, Licenses and Copyrights, Sale of Musicians, and various aspects of Program Staff Supervision which are already part of this budget. The Operations Department also supervises sale of cooperative programs and buying, pricing and servicing of package shows which should, in my opinion, be part of this budget. Should not the costs of Operations Department supervision be allocated according to the approximate amount of time which the executive personnel spends on Program Department matters and on other matters?

II. CHANGES IN EXPENDITURES WHICH HAVE ALREADY BEEN EFFECTED.

1. Schedule "1".

   a. What about Frank Saunders? Will he be replaced? How much will we save by having fired him?

   b. Who is the staff male singer on "Bouquet for You" and how much does he cost?

2. Schedule "2".

   a. What was the actual cost of "Moments Make the Year," as opposed to the appropriation for "Twelve Crowded Months"?

3. Schedule "2A".

   a. How often does E. Power Biggs use instrumentalists and what does his show actually cost for the quarter?

   b. What is the actual cost of "Time to Remember" as opposed to the projected cost?

   c. How much would it cost, in contrast, to present Johnny Faulk with two soloists and an organ five quarter hours a week at 8:30 AM instead of the Step Beignad Trio?

Columbia Broadcasting System, Inc.

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4. Schedule "2B".

   a. What is to be the actual Workshop cost for the First Quarter 1947?

   b. What is the actual cost of "Cinderella Inc." for the First Quarter?

   c. What will be the total cost of "House Party" under the new contract conditions?

   d. What will "Winner Take All" actually cost with O'Keefe in from January 1 to the end of the quarter?

   e. Is the estimated cost of "That's Life" correct?

   f. What will be the adjusted cost of "Bouquet for You" if we substitute a New York MC at scale for the present staff announcer as of January 13?

   g. Eliminate current estimated cost of "Johnny Faulk and Co."

   h. Any cost on "Treasury Bandstand" 5:30 to 6 PM Monday through Friday if we provide a regular MC?

   i. Are costs on "Once Upon a Tune" realistic?

5. Schedule "2C".

   a. Sweeney and March: is $350 a week being spent for stooges? Does extra script cost $375 a week?

   b. Are estimates of orchestra and conductor costs on "Waitin' for Clayton" accurate? Who is the cast of one, and may that not be eliminated?

   c. What will the actual cost of "One World Flight" be?

   d. Is the estimate for the three documentaries sufficient to include salary of Lane Blackwell (see 7C below).

6. Schedule "5".

   a. Why $1500 for Philharmonic wires, and why is this a Program Department budget cost?

b. What is the item of $1950 for "Others" under this schedule? Can it be eliminated?

c. Why $250 for wires for Godfrey, and can this be eliminated?

7. Schedule "12".

a. Do costs on supervision reflect raises, and if not, how much money is entailed?

b. Michel should be transferred to supervision.

c. Why is Blackwell on the list of producers-directors? He should come under the costs of the documentaries under special features.

d. Are the figures on Johnston and Sanville (under notice) representative of the actual expenditure?

e. Should the following secretaries' salaries be included, since their employers are no longer on staff? Warner (Loeb); McQuitty (Dietz, Mack); Berglas (Johnston)?

f. I question the following salaries because I do not understand them: Meyers? Schlosser? Seastrom?

g. Are the Record and Music Library raises reflected?

h. Should not Bland be charged to the Corwin show?

8. Schedule "13".

a. Why are Travel and Entertaining up, and is the amount by which they are up approximately correct?

III. CHANGES IN STAFF WHICH ARE POSSIBLE.

1. Should Mrs. Wilder's function be eliminated, and how much would be saved if she and her secretary left?

2. Should Mr. Kennett's function be eliminated, and how much would be saved if he and his secretary left?

3. Should Mr. Ace's function be eliminated, and how much would be saved if he left?

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IV. CHANGES IN PROGRAMMING WHICH ARE POSSIBLE.

1. What would be saved by killing "Arthur Godfrey's Talent Scouts" if we substituted for it:

   a. Invitation to Music (nothing)?
   b) Music You Know (nothing)?
   c. The Goldbergs?
   d. Hawk Larabee?
   e. Romance?
   f. My Friend Irma?
   g. Sweeney and March?
   h. Science in Fiction?

2. What would be saved if we substituted for Sweeney and March:

   a. Winifred Smith (nothing)?
   b. Romance?
   c. Hawk Larabee?
   d. Science in Fiction?

3. What could be saved by eliminating "That's Life" and substituting remotes such as house band from WGAR, WJR or WCAU?

4. What could be saved by killing "Invitation to Music" as soon as our commitments are fulfilled?

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